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ABSTRACT

The first year report summarizes the activities of Project ERA (Enrollment, Retention, and Advancement), an adult basic education demonstration project in the Providence Model Cities area. The program was committed to demonstrate an effective and imaginative effort in the Model Cities area for recruiting and instructing hard-core functionally illiterate adults and for teaching English as a Second Language (ESL) to non-English-speaking adults. One hundred adult students enrolled in the program. The most innovative element of the program was the home class method of delivery of ESL instruction, with 30 home study groups of five or more students. The transient nature of the population and subculture conflicts, however, affected attendance and student retention in the program. Problems related to student evaluation, followup of inactive students, and record keeping are noted. A 100-page appendix includes promotional materials, contact letters, mailing lists, radio and television public service announcements, and press releases. Also appended are new forms developed as a result of Project ERA experience and two sample learning activity packages--vocational planning and transportation costs. (MW)

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1972-1973
ANNUAL REPORT

PROJECT



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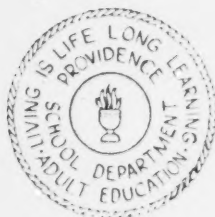
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ERA ANNUAL REPORT 1972-1973

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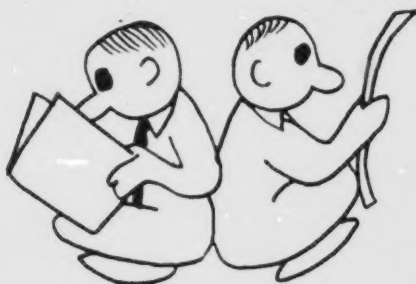
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PROJECT ERA
(Enrollment-Retention-Advancement)

1

in

Model Cities Area

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FIRST YEAR REPORT

June 26, 1972 - June 25, 1973

I

INTRODUCTION

This report is intended as a summary of activities during the first year of funding of Project ERA (Enrollment, Retention, and Advancement), an Adult Basic Education Demonstration Project in the Providence Model Cities area. The three major components of Project ERA provide a basic statement of the process and product of the program, and the basis upon which the program was administered.

The Providence Adult Basic Education Program was committed to demonstrate an effective and imaginative effort in the Model Cities area for recruiting and instructing the hard-core, functionally illiterate adults (ABE) and for teaching English as a Second Language (ESL) to non-English-speaking adults.

The Opportunities Industrialization Center (OIC) operated the ABE component of Project ERA. The Providence Adult Education Program conducted the ESL component, using its current headquarters at 396 Smith Street as a central location out of which to operate during the first year. With the exception of two ESL locations in the Model Cities area--Latin American Community Center and South Providence Library--the ESL component was decentralized throughout the Model Cities area in response to demand in respective neighborhoods. For example, ESL was taken to people in their homes, at job sites, and community centers--wherever they were; and supportive services were to be provided to help adults get to the ESL setting, including transportation, babysitting, etc.

The instructional component was designed to be flexible enough in content and method to adapt to individual, group, and community-based educational objectives which

were developed by the group process. Delivery system placed heavy emphasis on non-traditional approaches to education and learning. Programmed learning (software and hardware), often with peer group assistance, permitted an individualized approach and allowed for individual pacing. Content was developed around everyday living experiences in employment, housing, health, consumer education, and all meaningful elements. Special school-related topics were to be incorporated into the curriculum to improve home-school-community relationships. Linkages with all relevant community organizations, social and educational services, and cultural opportunities were established. A counseling unit was to be a strong element of Project ERA. The plan called for experimental and control groups to be used to evaluate Enrollment-Retention-Advancement; and other methods were to be developed for qualitative analyses. Results would be used to revise and improve the program periodically, and would be disseminated widely for application to other programs.

Due to budgetary cutbacks and staffing problems, Project ERA did not begin until September 1, 1972. At that time the entire staff consisted of a part-time counselor/recruiter at the Latin American Community Center (LACC), two full-time Adult Basic Education teachers at the Opportunities Industrialization Center (OIC), a part-time teacher at the South Providence Library, and a potential Expediter. The potential Expediter had to serve immediately as the ESL teacher at the Latin American Community Center until such time as he was appointed Expediter by the School Committee. The Expediter was officially appointed October 26, 1972. Shortly thereafter, associate professionals (teacher aides and recruiters) and a full-time teacher were employed. This nucleus of personnel, under the guidance of the Program Director, established a foothold in the Model Cities Neighborhood from which the program continued to expand.

This report will discuss the program's achievements and failures and how we attempted to meet the objectives outlined in the project proposal. It is the intent of this report that clear and specific guidelines, derived from Project ERA, be established to direct Project ERA during its second phase which will enlarge the total scope of the program.

A. PHILOSOPHY

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In order to achieve change within a community, the individual must be fully aware of himself and his community. To generate pride and concern within a neighborhood, residents must first be aware of their own potential and their abilities to implement change. In short, no one can be expected to be concerned with things outside himself if he is unable to solve his own problems.

Project ERA was created and developed by Dr. Mary C. Mulvey, Supervisor of Providence Adult Education. Based on the obvious need for a concentrated educational effort in the Model Cities Neighborhood of Providence, the program was developed with innovative methods for maximum outreach and effectiveness.

Project ERA has tried to establish itself as a humanized program able to accommodate the individual in a wide range of needs inside and outside academic education. Toward this end, counselling and referral services in vocational, avocational, day care, health care, consumer, recreational, economic and social areas have been designated as substantive dimensions of the program.

The integration of the traditional and innovative procedures to arrive at a viable process by which alienated and isolated adults could interact with their fellow students and neighbors, proved to be a multi-faceted challenge. The approaches taken to meet these challenges were as diverse as the students whom Project ERA served.

The Project ERA philosophy encompassed three areas of concern--Enrollment, Retention, Advancement--as criteria for the success of a program. Project ERA delineated the necessity of not just enrolling students and retaining them on the rolls, but of concentrating on the advancement of students to insure a better life for the individual, family, and community.



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B. RATIONALE

The need for a concentrated adult education program is well justified on the basis of the educational levels of area residents alone.

Tables 1 and 2 indicate the education and income levels of Project ERA's target population. These statistics clearly illustrate the immediate need for a program such as Project ERA.

The census statistics for Providence residents, 25 years of age and over, indicate the median grade level completed is 11.69; whereas the grade level completed by residents of the Model Cities Neighborhood is only 9.83. The difference of almost two complete grades is indicated through the data in Table 1; however the actual performance levels of the adults in the target area would reveal an even greater discrepancy.

Coincidental to the differences in educational levels between the Model Cities residents and Providence residents are the income levels of these groups. The median income for families throughout the city is \$9,303.28; whereas median income in the Model Cities Neighborhood is \$6,087.23--a difference of \$3,216.05.

If it is reasonable to assume that the low income of the Model Cities Neighborhood can be attributed to low educational and vocational training levels of its residents, the need for Project ERA is doubly justified. Statistics indicate only the official grade level completed, with no consideration given to the functional level of the adult; and the functional level was Project ERA's primary concern.

In our efforts to upgrade the educational levels, we are confident that the income levels were affected favorably as a by-product of the program.



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TABLE 1

EDUCATIONAL LEVELS OF PROVIDENCE AND MODEL CITIES RESIDENTS AGED 25 AND OVER

PROVIDENCE MODEL CITIES

SCHOOL YEARS COMPLETED	FREQUENCIES	PERCENT
Less than 1	125	1.49
1 - 4	399	4.99
5 - 6	787	9.68
7	620	7.59
8	1499	18.41
9 - 11	2413	29.19
12	1699	20.64
13 - 15	438	5.34
16	108	1.33
17 Plus	104	1.28

TOTAL = 8192

MEDIAN = 9.83

CITY OF PROVIDENCE

SCHOOL YEARS COMPLETED	FREQUENCIES	PERCENT
Less than 1	1747	2.67
1 - 4	1744	2.70
5 - 6	3482	5.35
7	3288	5.01
8	8291	12.69
9 - 11	15565	23.95
12	17495	26.54
13 - 15	5153	7.84
16	4120	6.34
17 Plus	4178	6.84

TOTAL = 65063

MEDIAN = 11.69

TABLE 2

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INCOME LEVELS OF PROVIDENCE AND MODEL CITIES RESIDENTS

TOTALS FOR MODEL CITIES

FAMILY INCOME	FAMILIES	PERCENT
UNDER 1,000 DOLLARS	224	6.69
1,000 to 1,999 DOLLARS	185	5.52
2,000 to 2,999 DOLLARS	356	10.63
3,000 to 3,999 DOLLARS	308	9.20
4,000 to 4,999 DOLLARS	323	9.65
5,000 to 5,999 DOLLARS	256	7.65
6,000 to 6,999 DOLLARS	241	7.20
7,000 to 7,999 DOLLARS	178	5.31
8,000 to 8,999 DOLLARS	260	7.77
9,000 to 9,999 DOLLARS	204	6.09
10,000 to 11,999 DOLLARS	319	9.53
12,000 to 14,999 DOLLARS	261	7.80
15,000 to 24,999 DOLLARS	202	6.03
25,000 to 49,999 DOLLARS	29	0.86
50,000 DOLLARS AND OVER	0	0.00

TOTAL FAMILIES = 3346

MEDIAN INCOME = 6087.63

TOTALS FOR BALANCE OF CITY

FAMILY INCOME	FAMILIES	PERCENT
UNDER 1,000 DOLLARS	761	2.65
1,000 to 1,999 DOLLARS	834	2.90
2,000 to 2,999 DOLLARS	1290	4.49
3,000 to 3,999 DOLLARS	1431	4.98
4,000 to 4,999 DOLLARS	1452	5.06
5,000 to 5,999 DOLLARS	1602	5.58
6,000 to 6,999 DOLLARS	1957	6.82
7,000 to 7,999 DOLLARS	2111	7.35
8,000 to 8,999 DOLLARS	2309	8.04
9,000 to 9,999 DOLLARS	1975	6.88
10,000 to 11,999 DOLLARS	3793	13.22
12,000 to 14,999 DOLLARS	3567	12.43
15,000 to 24,999 DOLLARS	3832	13.35
25,000 to 49,999 DOLLARS	1323	4.61
50,000 DOLLARS AND OVER	453	1.57

TOTAL FAMILIES = 28690

MEDIAN INCOME = 9303.28 DOLLARS

II.

ENROLLMENT**BEST COPY AVAILABLE**

A. OBJECTIVES

ERA will use several media techniques to alert the Model Cities population as to its availability.

Trained recruiters from the inner-city will be used to make personal contacts.

A Model Neighborhood Community Manual will be compiled.

Only Model Cities adults who are at least age 16 will be admitted.

The project will attempt to stratify the sample by race, and by native/foreign-born, but shall not restrict the sample to those dimensions.

The English-speaking adults eligible for enrollment will be only those with formal educational levels below 8th grade.

The ABE capacities (the OIC component) for the day and evening classes each will be at least 25.

ERA's cumulative total of Model Cities participants will reach at least 30% of the previous four-year Model Cities total.

ERA's enrollment will be triple the number of any one of the previous four years.

At least 50% of the known Model Cities deviant population, i.e., released prisoners, addicts, emotionally disturbed, will be attracted to ERA's program.

At least 50% of the Model Cities dropouts from prior ABE programs will enroll in ERA.

B. PROCESS

The recruitment of students with diverse backgrounds and interests indicated the need for a multi-media, multi-lingual approach. To meet this need, recruiting techniques were developed along the guidelines provided by the Providence ABE Recruitment Handbook, with special consideration given to the language barriers which faced potential ESL students.

Initial recruitment efforts were made through the distribution of flyers and posters in English and Spanish. These were enlarged upon, with multi-lingual flyers developed in the hope of reaching Portuguese, Italian, and French-speaking adults, in addition to the Spanish. Press releases reporting the opening of Project ERA were published in local newspapers; and radio and television announcements were aired by local stations as a public service. The use of the mass media

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was continuous, and the content of recruitment materials was updated and revised periodically to eventually include Spanish radio and television spots.

Senior AIDES were used extensively in addressing mailings to potential, active, and inactive students. Notices were mailed to students regarding attendance, new class hours, availability of additional classes, and vacation closings.

Posters were placed throughout the Model Cities Neighborhood in community centers, social service agencies, stores, factories, business and industry, churches and schools.

Spanish-speaking recruiters from the Model Cities Neighborhood canvassed the target area to explain the program and distribute flyers and posters.

Enrollment was highly gratifying in spite of a lack of progressively increasing numbers of students. Experience taught the staff that the highly transient nature and sub-culture conflicts promoted oscillating attendance and retention. Other impediments were the students' financial pressures for living and other expenses and the "competition" of other educational and various programs. To clarify the nature of the program's "competition", many training programs offer stipends to students attending classes. In some cases, ERA students could not, or would not, accept the reasons why some programs provided this incentive while ERA did not. Although few students stated their dissatisfaction as being such, the reason for loss of interest was made clear to teachers and counselors, unofficially of course.

We found a major impediment to the efficient recruitment of students to be the rapid turnover of personnel working in the recruitment area, which caused a lack of continuity from one recruiter to another. Realizing this to be a problem, we will next year create an orientation program which will consist of a self-taught learning activity package for recruiters. This, combined with more accurate and complete record-keeping of the ERA/COPE recruiters' activities, will result in a more efficient recruitment effort.

Important linkages were established with other agencies and organizations operating in the Model Cities area, in particular the Neighborhood Youth Corps (NYC), the Concentrated Employment Program (CEP) and the Work Incentive Program (WIN). Arrangements

were made whereby students were sponsored financially by these agencies to attend a Project ERA, ABE or ESL class. After satisfying the academic requirements of the sponsoring agency, the student would then go on to further schooling or training, or be placed on a full-time job.

Examples of the recruitment materials utilized by Project ERA are included in APPENDIX A, along with lists of community service and business and industrial organizations contacted.

With the expansion of ERA to ERA/COPE (1973-74), the recruitment materials will have to be revised accordingly, with recruitment to continue based on the multi-media, multi-lingual approach.

C. PRODUCT

Based on the enrollment results, personal contact and "word of mouth" referrals from active and former students are most effective in recruitment of new students. Under consideration is the employment of students as part-time recruiters. The implementation of this concept will depend upon student response and the development of a detailed recruiter-training program.

Table 3 is a complete listing of Project ERA classes, including the thirty home classes which provided a well-received method of delivery. Home classes were arranged when five or more adults indicated an interest in having a class in their homes. In many instances, this eliminated the need for supportive services such as babysitting and transportation. Home classes also eliminated the foreboding aura of institutional or traditional public school classes.

Figure 1 illustrates the location of census tracts in Providence. Table 3 indicates the census tract locations of Project ERA classes and the concentrated effort provided to residents of the Model Cities Neighborhood, census tracts 4, 5, 6 and 7.

Table 4 designates the student enrollment by census tract for Project ERA's three primary centers--Latin American Community Center (LACC), Opportunities Industrialization Center (OIC), and South Providence Library (SPL). The enrollment of students in home classes is included in the LACC component of the program.

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TABLE 3

PROJECT ERA CLASS LOCATIONS

<u>LOCATION</u>		<u>ABE ESL</u>	<u>CENSUS TRACT</u>	<u>DATE OPENED</u>	<u>DATE CLOSED</u>
1.	LACC 4 Harvard Avenue	ESL	4	9-5-72	
2.	OIC 45 Hamilton Street	ABE	2	9-5-72	
3.	Talbot House 265 Oxford Street	ABE	4	5-2-73	
<u>LIBRARIES</u>					
1.	Knight Memorial 275 Elmwood Ave.	ABE	3	5-7-73	
2.	South Providence 441 Prairie Ave.	ABE	4	9-5-72	5-7-73*
3.	South Providence 441 Prairie Ave.	ESL	4	10-3-72	
<u>HOMES</u>					
1.	25 Ashmont Street	ESL	5	3-27-73	4-23-73
2.	708 Broad Street	ESL	3	6-11-73	
3.	42 Calder Street	ESL	3	3-19-73	5-31-73
4.	66 Corinth Street	ESL	2	5-14-73	
5.	41 Croyland Street	ESL	4	5-25-73	
6.	43 Croyland Street	ESL	4	3-7-73	5-25-73*
7.	15 Daboll Street	ESL	3	5-29-73	
8.	61 Detroit Avenue	ESL	2	5-2-73	5-14-73*
9.	323 Dexter Street	ESL	3	5-1-73	
10.	13 Harriet Street	ESL	4	2-20-73	3-14-73
11.	11 Harvard Avenue	ESL	4	5-3-73	
12.	134 Lenox Avenue	ESL	2	2-12-73	3-19-73*
13.	152 Lenox Avenue	ESL	2	4-12-73	
14.	36 Miner Street	ESL	4	5-15-73	
15.	2 Norwich Avenue	ESL	4	11-28-72	3-14-73*
16.	196 Ohio Avenue	ESL	1	5-28-73	6-6-73*
17.	241 Ohio Avenue	ESL	1	6-6-73	
18.	259 Potters Avenue	ESL	4	5-31-73	
19.	347 Potters Avenue	ESL	3	3-21-73	6-11-73*
20.	352 Potters Avenue	ESL	2	3-20-73	4-12-73*
21.	410 Prairie Avenue	ESL	4	3-12-73	4-2-73*
22.	591 Prairie Avenue	ESL	5	11-13-72	12-1-72
23.	591 Prairie Avenue	ESL	5	4-2-73	5-3-73*
24.	324 Public Street	ESL	6	4-2-73	5-14-73
25.	25 Redwing Street	ESL	3	4-16-73	
26.	175 Reynolds Avenue	ESL	4	6-11-73	
27.	194 Rhodes Street	ESL	6	2-12-73	5-21-73
28.	112 Sassafraas Street	ESL	2	4-30-73	
29.	132 Stanwood Avenue	ESL	3	2-20-73	3-20-73
30.	366 Thurbers Avenue	ESL	5	4-16-63	

*The class continued at another location.

MODEL CITIES AREA (OUTLINED)
TRACTS 1, 5, 6, 7

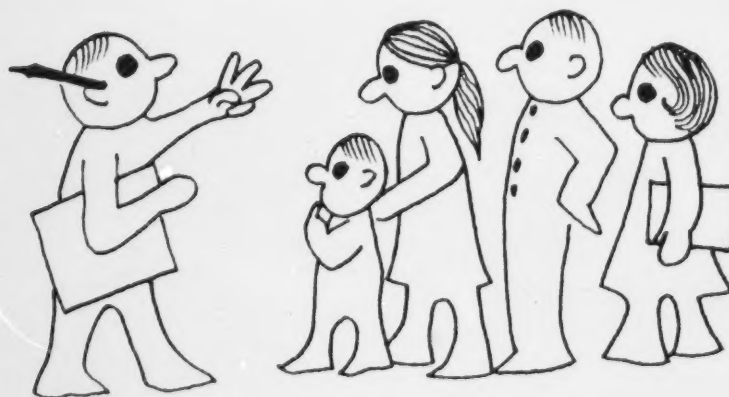


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TABLE 4

Instructional Location and Census Tract Data for ERA Students

Instructional Location	1-3	Census Tract					Unknown but Outside MN	MN Sub-Total N %	Total N %
		4	5	6	7	8-37			
LACC	65	72	24	2	5	23	41	103 (29.0)	232 (65.5)
OIC	7	16	7	4	6	46	5	33 (9.3)	91 (25.7)
SPL	2	4	7	11	2	2	3	24 (6.7)	31 (8.8)
Totals N %	74 (20.9)	92 (25.9)	38 (10.7)	17 (4.8)	13 (3.6)	71 (20.0)	49 (13.8)	160 (45.1)	354



RETENTION

A. OBJECTIVES

Instruction will be taken to inner-city homes, job sites and community centers.

ABE classes will be kept to less than 10 for students with a 0-4th grade reading level, and less than 15 for students with a 5-8th grade reading level.

Instruction will be individualized, including the use of programmed and individual Learning Activity Packages.

Learning Activities Packages will be developed around practical experiences.

Staff will arrange in-class and out-of-class extra-curricular activities.

Students will be encouraged to state and record individual goals.

Personal contacts and enrollees will be closely followed by project counselors.

Group counseling sessions will be held by ERA counselors.

ERA's dropout rate will be 50% less than previous inner-city ABE programs.

(a) ERA's dropout rate will not exceed 20%.

(b) OIC's dropout rate will not exceed 40%.

OIC will maintain enrollment at a minimum of 75% of course capacity, at least 60% of whom are Model Cities residents.

The dropout rate of the lowest literacy levels will not exceed that of the higher level students.

B. PROCESS

Retention of students is perhaps the most difficult component of any educational program in which low-income students attend voluntarily with no stipend. Motivation for continued attendance was wholly dependent upon the staff of the program.

Budgetary consideration dictated the extensive use of paraprofessionals, especially in the home classes. The teachers and teacher-trainer worked cooperatively to

introduce less experienced aides to ABE and ESL teaching techniques. Three of the certified teachers working in Project ERA had successfully completed the course,

"Techniques of Teaching Adults", at Rhode Island College. Staff members also participated in ESL workshops and ABE workshops sponsored by Providence Adult

Education and the State Department of Education. Project ERA sponsored a weekend ESL workshop which was conducted by the Area Manpower Institute for Development of

Staff (AMIDS), and made available to Providence Adult Education teachers.

In-service training on a formal basis was provided to supplement informal staff training meetings which were conducted as required.

The effectiveness of this training program is justified by the maintenance of classes at the Latin American Community Center, South Providence Library, Opportunities Industrialization Center, and Talbot House. Home classes such as the ones held at Croyland Street, Norwich Avenue, Potters Avenue, and Rhodes Street met for two hours a session, four times a week for three or more months continuously.

Retention of students has been discussed in the CRDC (Curriculum Research and Development Center) Evaluation of Project ERA. It should be pointed out that many students in ERA were not considered dropouts because of the reasons for their leaving the program. The students with which ERA was predominantly concerned consisted of a highly transient population. This factor can be attributed to the natural migration of immigrants away from their point of entry once orientation is achieved. Students with no English are restrained in their activities and, once this barrier is removed, the individual becomes independent and mobile. With the increased employment possibilities that accompany communication skills, the tendency to relocate out of ghetto areas is enhanced. As a result, many ERA students, after achieving a basic level of English, found jobs and better housing. Therefore, many of the reasons for termination from the ERA program were advancements but, because of the relocations of the individuals, follow-up to determine the exact cause of withdrawal from the program was impossible. Students sometimes moved to avoid rent responsibilities; and no follow-up was available in these cases either. These difficulties in following up on students demanded a great expenditure of time for our limited recruitment and counselling staff; and these efforts were secondary to those of recruitment.

It was not infrequent for ERA students to become inactive due to personal or family problems and, in some cases, the individual returned to class with a different name or address, thus complicating record-keeping to an extreme degree, and invalidating their "dropout" status. These cases were not always reflected in our records.

The lack of adequate manpower to perform accurate follow-ups shows up in many of our records, for example, the reason for termination as "moved" or "unknown". Inasmuch as some of these students do continue in educational programs outside Project ERA, it is unfair to label them as "dropouts".

C. PRODUCT

The dropout rate for students in adult education programs is normally very high. However, it should be the intention of such programs to retain students only as long as they need to be retained. Also, many statistics for dropouts are misleading. A student who leaves the program is considered inactive. However, an inactive student should not necessarily be termed a dropout. The student may not continue in the present program or advance to another educational program, but he may indeed go on to part-time or full-time employment or job training that will qualify him for a higher-paying position. This person, then, should be considered as having advanced, rather than having dropped out.

As of June 1, 1973, of the 429 students who had entered Project ERA, 167 were active. The 262 students who had left the program did so for the reasons listed in Table 5.



Reasons Why Students Left Project ERA

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ESL

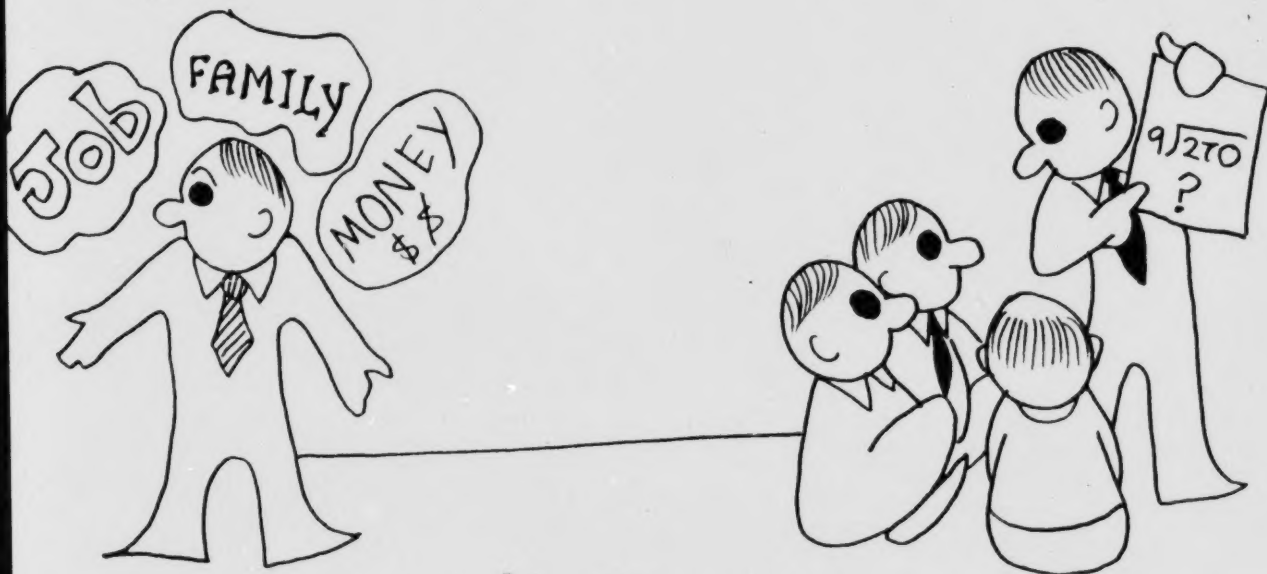
1. 31 got a full-time job.
2. 31 lived outside the Model Cities Area (had to be dismissed).
3. 22 wanted to be paid for attending classes.
4. 14 secured employment or educational training under the auspices of NYC.
5. 11 had family responsibilities.
6. 11 lost interest in learning English.
7. 11 left for reasons unknown.
8. 10 got full-time employment under the auspices of CEP.
9. 10 returned to their homeland.
10. 8 students were in home classes that closed because of poor attendance.
11. 7 entered vocational training programs under the auspices of CEP.
12. 5 enrolled as full-time students in high school.
13. 4 moved away.
14. 2 left because of sickness.
15. 1 had no transportation.
16. 1 didn't like the method of teaching.

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Reasons Why Students Left Project ERAABE

1. 19 completed the program, and moved into an OIC vocational training program.
2. 16 were dropped from OIC because of poor attendance or lack of motivation.
3. 12 secured full time employment.
4. 11 left for reasons unknown (most of these had dropped out of the old South Providence Library class before September, 1972).
5. 8 had family problems.
6. 5 had lost interest in learning English.
7. 4 transferred to OIC evening classes.
8. 3 moved away.
9. 2 joined ESL home classes.
10. 2 were in home classes which closed because of poor attendance.
11. 1 returned to his homeland.

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IV.

ADVANCEMENT

A. OBJECTIVES

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A majority of the ERA enrollees will advance to the next grade of achievement.

Through referrals by the Counseling staff, a minimum of 50% of the participants will receive (as determined by follow-up) one or more of the following services: housing, health, legal, consumer, welfare, cultural, etc.

A minimum of 80% of the participants who take a Civil Service Exam and/or Driver's License Exam will pass it.

At least 25% of the students will achieve 8th grade level; 75% will enter High School Equivalency programs; and 50% will get a job, or advance in their jobs through ERA counseling and referrals.

At least 70% of the participants will report an increase in socialization, in number of friends, and/or a decrease in boredom.

At least 75% of the participants will respond positively to the program.

Teachers will respond positively to the program.

At least 100 students will be enrolled, retained, and advanced in ERA.

Advancement of ERA students was proposed to achieve grade level achievements as specified in the objectives.



Students progressed at their own rate and, whenever possible, individualized instruction was employed. In ABE classes at OIC and the South Providence Library, individual instruction was more easily implemented than in the ESL classes at Latin American Community Center and its satellite home classes. In most cases the type of students and the available materials dictated the conduct of the class. In Adult Basic Education classes where commercially prepared materials were readily available, individualized instruction was more readily instituted.

In contrast to the ABE classes in which most students entered with some basic knowledge of English, the ESL classes were obliged to function by relying on a great deal of group work. The group situation provided the students with the opportunity of developing auditory and verbal skills simultaneously. Much of the class work in the ESL classes developed around everyday situations which were problematic to the students.

Typical ESL lessons included the identification of articles of clothing, kitchen utensils, parts of the body, etc. Field trips to a service station to learn how to fix a flat tire or trips to the store to learn comparative shopping techniques were common learning activities. In most cases commercially prepared materials on the adult beginner English level were not readily available, so teachers relied heavily on situational discussions and contrived dialogues to provide the content for class curriculum and from which linguistics skills were developed in both oral and written work.

C. PRODUCT

The evaluation of student advancement presented an extremely difficult situation because of the open enrollment policy and the frequent termination of students without prior notification. The constant flow of students in and out of the program dictated that testing be administered periodically on a regular basis to all students. Due to personnel cutbacks and attrition, the responsibility for the administration of standardized tests shifted from one individual to another, with the obvious result of the task being frequently overlooked.

Although the process of recording the students' progress, even on an informal basis, was not practiced uniformly, it does not preclude the lack of advancement. The test results available indicate that the students tested did, for the most part, achieve the proposed levels of advancement, i.e., 3.3 grade months per month of attendance in ERA classes. Other measures of advancement included the students' entrance into, and completion of, a High School Equivalency Program. Of the 21 students who entered a HSE program, one third completed the course successfully. At least 18 other students entered another training program after Project ERA, and more than 58 students terminated their enrollment for employment. These figures indicate only those advancements recorded and, as stated previously, program records were to a large extent incomplete because of lack of sufficient staffing to perform adequate follow-up of students.

It is perhaps more significant to emphasize the intangible advancement of students who entered the program lacking self-confidence and self-esteem and who might not have achieved the program's objectives of 3.3 grade months, etc., but instead achieved a level of self-respect which enabled them to function more fully as an adult. This type of advancement is no doubt the most difficult to evaluate; nevertheless it is the most significant in terms of the student's personal success and, as such, it was one of the major concerns of Project ERA.

Figure 2 illustrates the movement of Project ERA students among the various educational opportunities and programs. In addition, numerous supportive services were made available in respect to the vocational, family, and social needs of the students.

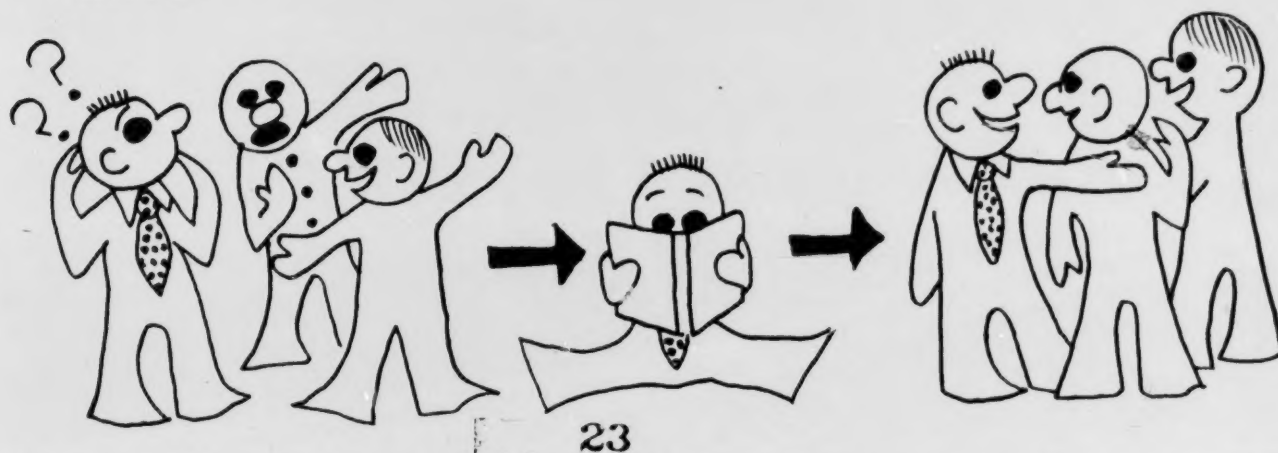
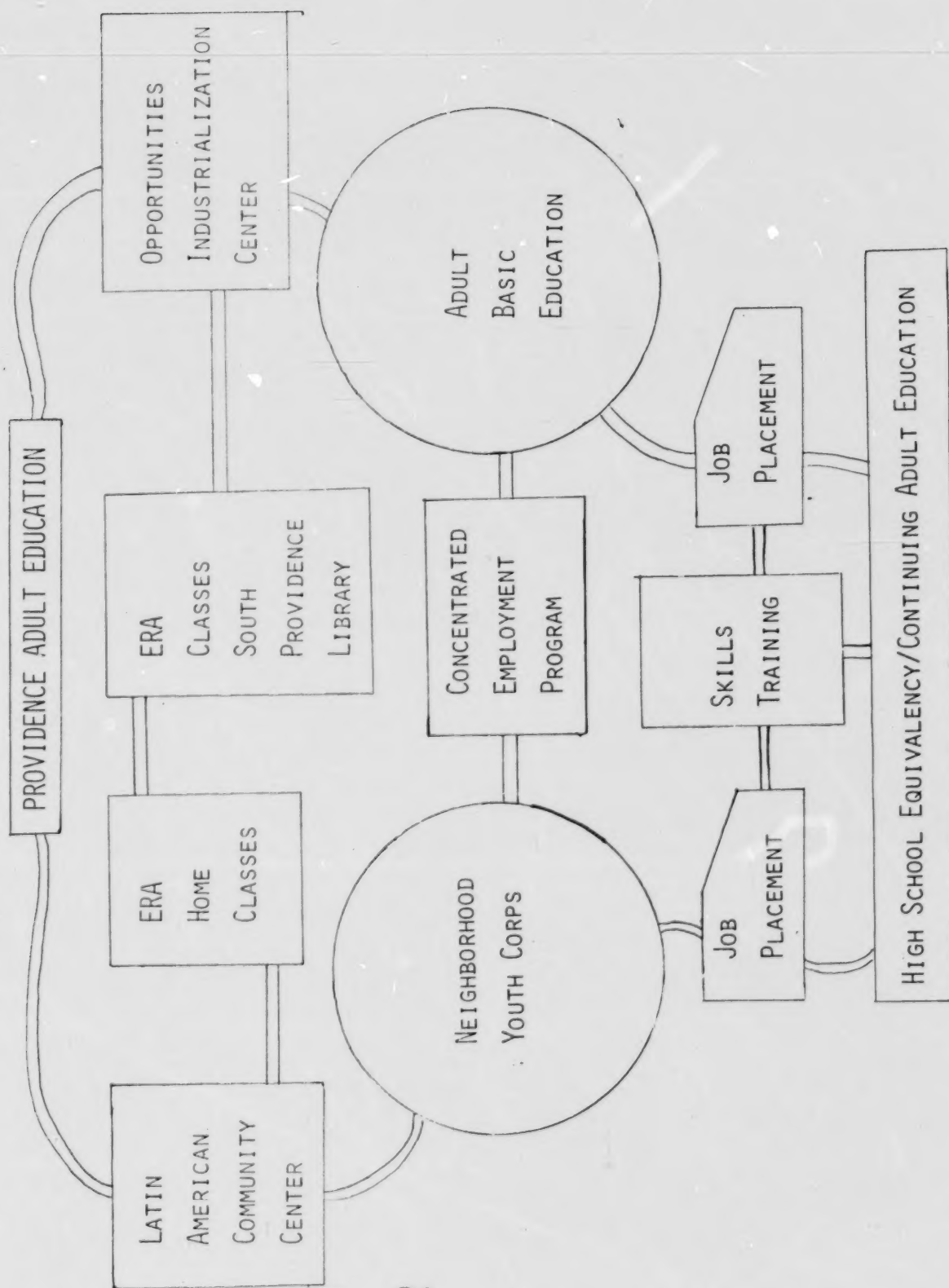


FIGURE 2

PROJECT ERA STUDENT FLOW CHART

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V.

PERSONNEL

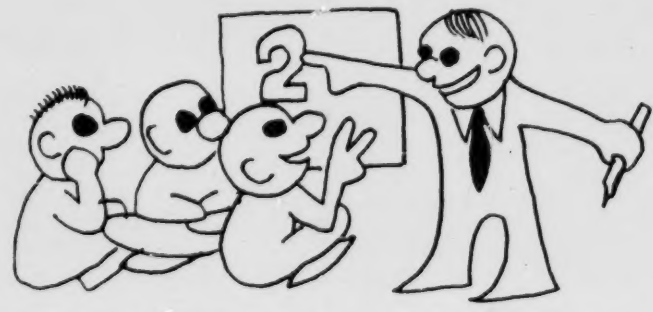
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Selection and supervision of the teaching staff was left to the discretion of the Expediter and Teacher Trainer, with the assistance and cooperation of the Project Director. In all cases, every effort was made to select individuals with teaching experience, preferably with adults or with some background in education or psychology. Recruitment of teachers was accomplished through the offices of the Peace Corps, Teacher Corps, Brown University, Rhode Island College, etc.

Project ERA experienced a large turnover in personnel, due to the fact that most of the positions were only part-time. Most of the associate professionals worked four to eight hours a week in the home classes. This proved to be a two-phase problem. With respect to the students, a change of teachers would be disruptive to the progress of the students, and also to the continuity of the curriculum. Students often established such deep rapport with their teacher that they rejected substitute and replacement teachers.

Although in-service training and workshop opportunities were provided for ERA personnel, responses were extremely low. A total of seven activities, including a 2-week pre-service workshop in English as a Second Language--all representing more than 120 hours of training--were made available free of charge to all teachers and associate professionals. Less than half of the ERA staff participated in one or more of these programs. In some cases, aides were intentionally discouraged from attending by their immediate supervisor.

The lack of professionalism on the part of some of the staff and the lack of leadership on the part of those directly responsible for staff performance accounts in part for the rapid turnover in personnel and its unavoidably negative effect on the retention of ERA students.



SUMMARY AND RECOMMENDATIONS

Project ERA has achieved many of its goals. The proposed number of 100 students to be enrolled, retained and advanced, was realized; and the need for a program of this nature is evidenced by the numbers who took advantage of the special opportunities offered. Undoubtedly the most innovative element of the program was the home class method of delivery of ESL instruction. As indicated in Table 3, there were 30 locations for ESL home study groups. It was made known through recruitment channels that, if 5 or more people could gather together in a home, Project ERA would send them a teacher and instructional materials. The scheduling was totally flexible and most classes met 3 or 4 evenings a week for 2-hour segments. The schedule was always arranged at the convenience of the students.

The home classes were only partially successful with respect to their meeting the objectives set forth for Project ERA. As indicated in Table 3, many of the home classes were very short-lived. Of the thirty locations listed, more than half operated for one month or less. These frequent class closings presented a transient population with a "rootless" educational program. In some cases, the home classes took on the "fly-by-night" appearance of a disjointed effort.

The recurrence of these frequent class closings may be eliminated by raising the enrollment requirement for home classes from 5 to 8 students. The increased size of the home classes could thereby absorb the loss of one or two students without causing the class to close.

The effectiveness of the entire program is difficult to determine, due to the combination of an inadequate method of evaluating the students' progress, the lack of a concentrated effort to follow-up on inactive students and incomplete record-keeping. Although this statement may seem all encompassing, we would like to point out that these areas of weakness are contained in the data and statistics about our students, with little or no effect on the students themselves.

Our awareness of the problems has prompted the development of a better system of collecting demographic information about our students and their progress. A calendar for administering tests will be developed and implemented during the Fall, which will designate specific periods for testing students on a regular basis.

In view of the fact that our budget for FY 1973-1974 is no greater than ERA 1972-1973, consideration for understaffing will require that the entire staff assume the additional responsibilities of counseling and evaluating students as well as maintaining complete and accurate records. It will be the added responsibilities of the part-time recruiters to designate a percentage of their time to the follow-up of students; however, this task will remain secondary in the staff's priority.

Additional responsibilities in the area of curriculum development will be allocated to the staff in our continuing effort to meet the specific needs of the students. Teachers and teacher aides will be expected to participate in all available workshops to bolster the program's resources for curriculum development. Samples of Learning Activities Packages developed by Project ERA staff are included in Appendix C. These samples will be expanded to achieve a wider usage by Project ERA/COPE students, and additional packages relevant to immediate student needs will be produced as an on-going part of the program.

Special consideration will be given to publishing the Model Neighborhood Community Handbook which was proposed as part of Project ERA but, because of insufficient manpower, this objective was never realized. This guide will provide students with information about their community while offering teachers valuable teaching materials.

By capitalizing on the successes realized through Project ERA, the possibilities for continued growth and achievements are very promising. The evaluation of the ERA process and the highlighting of its shortcomings has heightened our awareness of flaws which we have already begun to rectify.

Although the objectives of Project ERA/COPE are even more demanding than those of ERA, the success experienced in Project ERA will provide a firm basis for continued expansion.

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APPENDIX A



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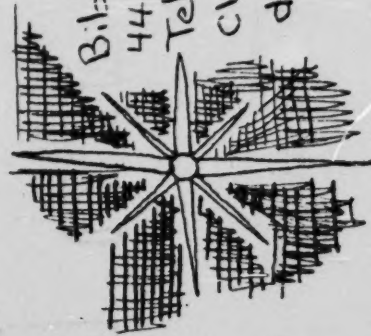


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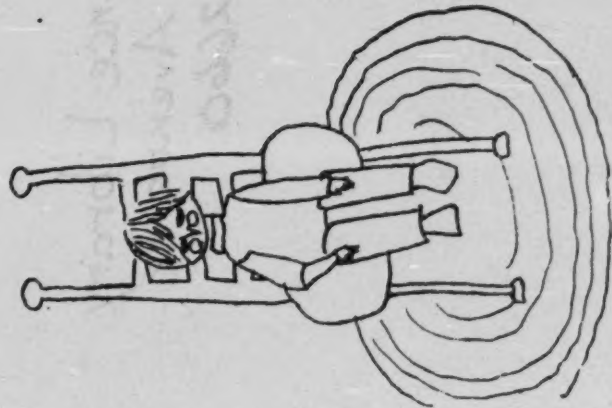


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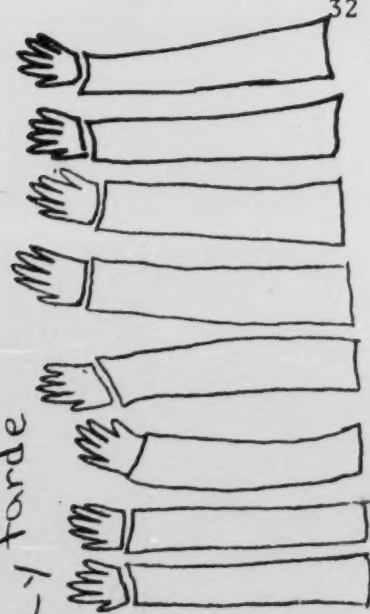
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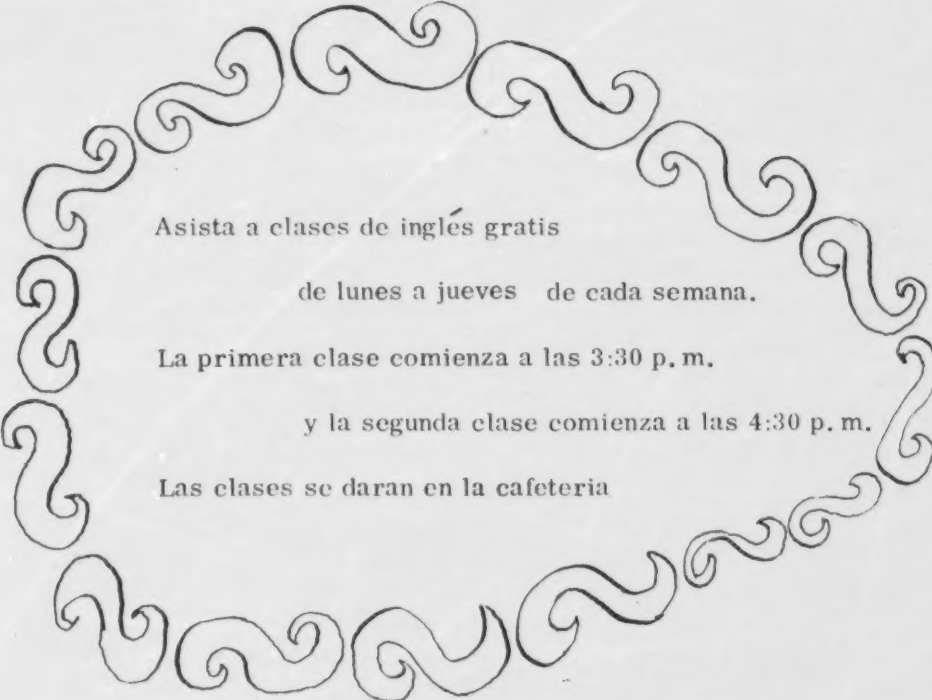
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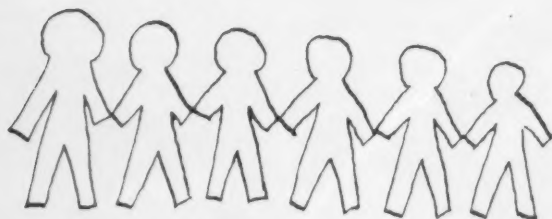
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Las clases se daran en la cafeteria

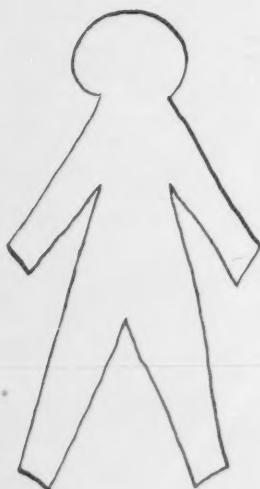
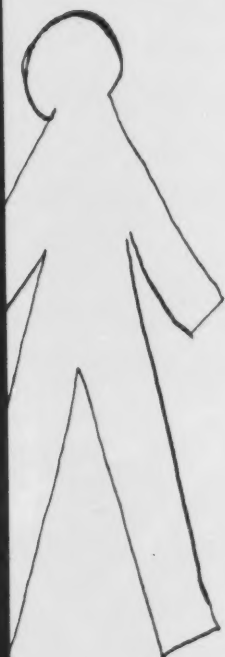


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Venha assistir às classes de inglês
das segundas às quintas duas classes diárias
uma às 3:30 e outra às 4:30.

As classes serão dadas na cafeteria



天下太平

¡Aprender inglés no es difícil y las clases son gratis!

en el

Centro Latino

3 Harvard Avenue

Providence

Tel. 421-9210

Clases durante el día

lunes a viernes

9 a.m. - 5 p.m.

Clases nocturnas

lunes y miércoles

6:30 p.m. - 8:30 p.m.

en la

Biblioteca de South Providence

441 Prairie Avenue

Providence

Tel. 941-2660

En el Centro Latino, también se puede:

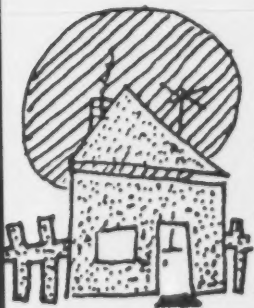
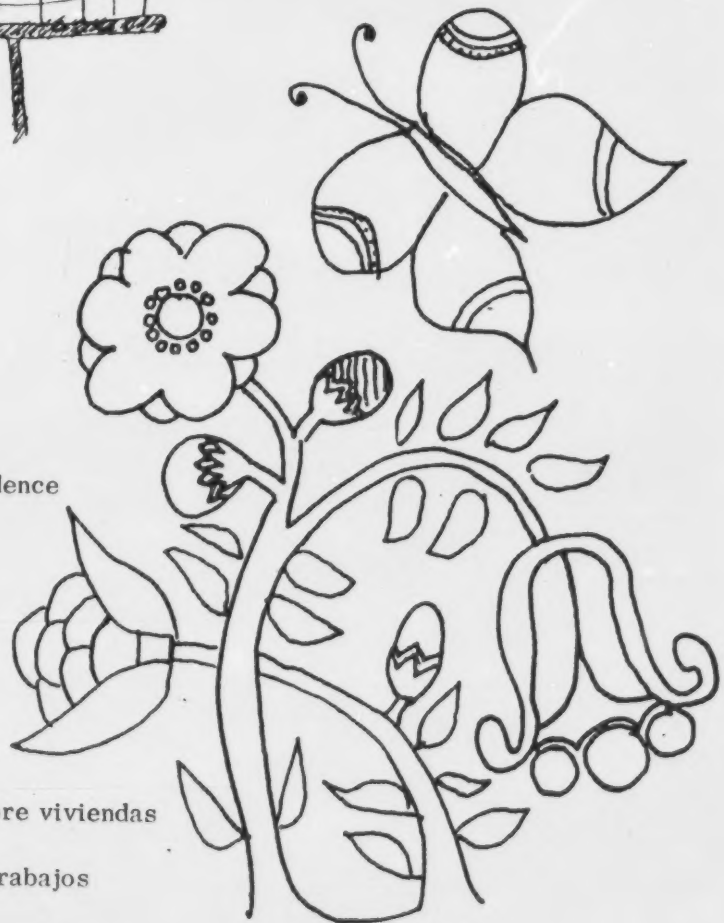
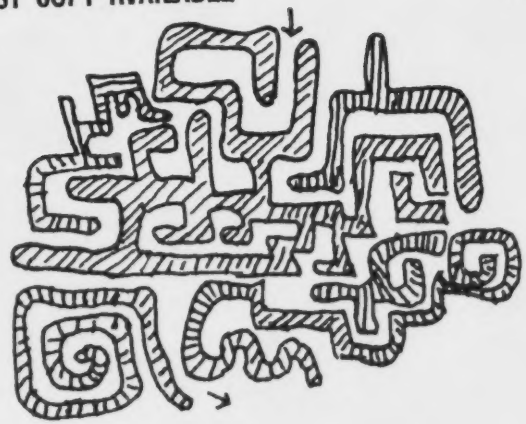
Encontrar información sobre viviendas

Tener información sobre trabajos

Obtener servicios sociales

Obtener servicios de la salud

Asistir a clases de la nutrición



¡ Llámenos o visítenos pronto!

!!! APRENDA INGLES !!!

!!! GRAN OPORTUNIDAD !!!

CLASES GRATIS

TODOS LOS DIAS de 9 am - 5 pm

ESCOJA LAS HORAS QUE QUIERA

APRENDA UN OFICIO TAMBIEN

USTED PUEDE SER ELEGIDO PARA

APRENDER: OPERADOR DE MAQUINARIA
SOLDADOR
CARPINTERO
ELECTRICISTA
PINTOR
RECEPCIONISTA
SECRETARIA
ASISTENTE MEDICO
y otros oficios

MIENTRAS ESTUDIA

PUEDE RECIBIR ESTOS BENEFICIOS:

- 1) \$1.60 a la hora
- 2) CUIDADO MEDICO GRATIS
(dentista, oculista)
- 3) CUIDADO DE LOS PELAOS
- 4) TRANSPORTACION GRATIS LAS
2 PRIMERAS SEMANAS

LLAME Tel. 421-9210

CENTRO LATINO
3 Harvard Avenue

EMPEZAMOS HOY DIA 30 de October

!!! LE ESPERAMOS YA !!!

SOUTH PROVIDENCE LIBRARY

EDUCACION BASICA PARA ADULTOS (ELEMENTAL Y AVANZADA)

INGLES PARA EXTRANJEROS (ESL)

para personas de 16 años o mas

LES INVITAMOS A ATENDER CLASES

EN

EDUCACION BASICA PAR ADULTOS (ELEMENTAL Y AVANZADA)

E

INGLES PARA EXTRANJEROS (ESL)

BIBLIOTECA DE SOUTH PROVIDENCE, 441 PRAIRIE AVENUE, PROVIDENCE, R.I. 02905

LOS LUNES Y MIERCOLES A LAS 6:30 DE LA TARDE

TODO

GRATIS

APRENDA O MEJORE

A LEER, ESCRIBIR, O HABLAR EL IDIOMA INGLES

LE ESPERAMOS

PARA INFORMACION LLAME A:

Dr. Mary C. Mulvey
Adult Education
396 Smith Street
Providence, R.I. 02908

Tel: 272-4900 Ext. 241-242

Mrs. Virginia Miles, Librarian
South Providence Library
441 Prairie Avenue
Providence, R.I. 02905

Tel: 941-2660

Mr. Roger Achille
Teacher
1 Twins Lane
No. Providence, RI 02904

Tel: 353-2313

ADULT BASIC EDUCATION (ELEMENTARY AND ADVANCED)

POST-ABE (High School Level)

ENGLISH FOR FOREIGN SPEAKING PERSONS (ESL)

For All Persons Age 16 Years or Over

AN INVITATION

to attend

ADULT BASIC EDUCATION (ELEMENTARY AND ADVANCED)

and

ENGLISH FOR FOREIGN SPEAKING PERSONS (ESL)

at

SOUTH PROVIDENCE BRANCH LIBRARY, 441 PRAIRIE AVENUE, PROVIDENCE, RI 02905

on

Monday and Wednesday evenings at 6:30 pm

EVERYTHING IS FREE!

Improve your reading, writing, talking and figuring

Learn to read, write or talk the English language
(if you are of foreign language background)

Advanced Work Also

WE LOOK FORWARD TO SEEING YOU!

For further information contact:

Dr. Mary C. Mulvey
Adult Education Department
396 Smith Street
Providence, RI 02908
Tel. 272-4900 Ext. 241, 242

Mrs. Virginia Miles
South Providence Branch Library
441 Prairie Avenue
Providence, RI 02905
Tel. 941-2660

Mr. Roger Achille
Teacher
1 Twins Lane
No. Providence, RI
Tel. 353-2313

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AMIGO TENEMOS MAS PROFESORES

SI USTED CONSIGUE 5 o' MÁS
AMIGOS QUE DESEEN TOMAS
CLASES DE INGLÉS EN SU CASA

LLAME AL CENTRO LATINO

TEL: 421-9210

O VENGA PERSONALMENTE

!!! CONTAMOS CONTIGO !!!



¡Sentimos mucho que
no nos haya visitado hace
tiempo! ¿Dónde ha estado?
¿Tiene usted problemas en
que podemos ayudarle?



Si nuestras clases no se
conforman a su horario,
por favor ~~nos~~ avísenos
tenemos otras clases.

¡Queremos ayudarle a
aprender inglés!

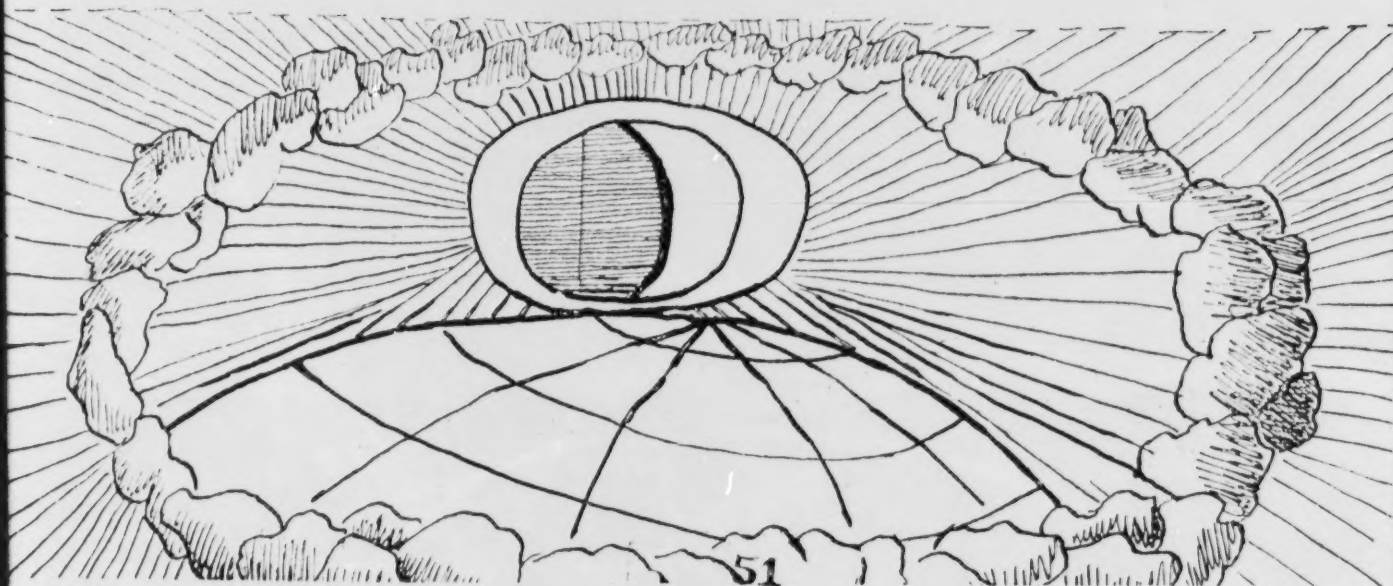
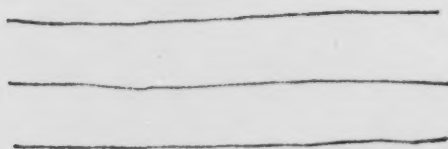
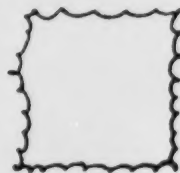


Llame o visite el
Latin American
Center 3 Harvard
Ave., Providence
421-9210



Adult Education Dept.
396 Smith Street
Providence, R.I. 02908

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SOUTH PROVIDENCE LIBRARY

EDUCACION BASICA PARA ADULTOS (ELEMENTAL Y AVANZADA)

INGLES PARA EXTRANJEROS (ESL)

para personas de 16 años o mas

LES INVITAMOS A ATENDER CLASES

EN

EDUCACION BASICA PAR ADULTOS (ELEMENTAL Y AVANZADA)

E

INGLES PARA EXTRANJEROS (ESL)

BIBLIOTECA DE SOUTH PROVIDENCE, 441 PRAIRIE AVENUE, PROVIDENCE, R.I. 02905

LOS LUNES Y MIERCOLES A LAS 6:00 DE LA TARDE

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Tel: 353-2313

!!! APRENDA INGLÉS !!!

!!! GRAN OPORTUNIDAD !!!

CLASES GRATIS

TODOS LOS DIAS de 9 am - 5 pm

ESCOJA LAS HORAS QUE QUIERA

APRENDA UN OFICIO TAMBIEN

USTED PUEDE SER ELEGIDO PARA

APRENDER: OPERADOR DE MAQUINARIA
SOLDADOR
CARPINTERO
ELECTRICISTA
PINTOR
RECEPCIONISTA
SECRETARIA
ASISTENTE MÉDICO
PLOMERO
y otros oficios

MIENTRAS ESTUDIA

PUEDE RECIBIR ESTOS BENEFICIOS:

- 1) \$1.75 a la hora
- 2) CUIDADO MÉDICO GRATIS
(dentista, oculista)
- 3) CUIDADO DE LOS PELAOS
- 4) TRANSPORTACIÓN GRATIS LAS
2 PRIMERAS SEMANAS

LLAME Tel. 421-9210

EMPEZAMOS PRONTO

CENTRO LATINO

3 Harvard Avenue

!!! LE ESPERAMOS YA !!!

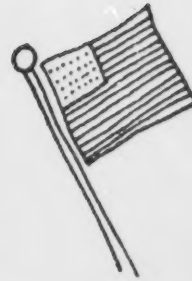
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PROVIDENCE
BASICA EDUCAÇÃO
PARA ADULTOS
ELEMENTAR E AVANÇADA
APRENDA
LER, ESCREVER, INGLÊS E MATEMÁTICA
COMO SEGUNDO IDIOMA PARA ESTRANGUEIROS
DIPLOMA DE HIGH SCHOOL
CLASSES GRATIS NO SEU BAIRRO
BIBLIOTECA DO SUL DE PROVIDENCE
441 PRAIRIE AVENUE, PROVIDENCE, R.I.
SEGUNDAS E QUARTAS À NOITE DAS
6:30 ÀS 8:30 P.M.
PARA MAIS INFORMAÇÕES TEL. PARA
272-4900, EXT. 241-242

DEPARTAMENTO DA EDUCAÇÃO PARA ADULTOS
941-2660 BIBLIOTECA DO SUL DE
PROVIDENCE

(POR FAVOR VEJA AO OUTRO LADO)

Ahora que estas en América. . .



Aprenda inglés

!Cuéntenos cosas acerca de su país!

sus costumbres

sus ciudades

su panorama

sus heroes

sus tradiciones

problemas de

adaptacion

en la sociedad Americana

!Aprenda inglés para que pueda contarnos acerca de todo esto!

How well
do you speak
English?

Lecciones gratis

en

El Centro Latino

3 Harvard Avenue

de lunes a viernes

clases empiezan a las nueve a. m.

tel. 421-9210



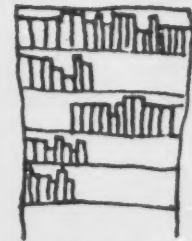
South Providence Library

411 Prairie Avenue

de lunes a viernes a las nueve a. m.

lunes y miercoles por la tarde

6:30 p. m. - 8:30 p. m.



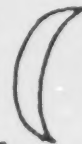
Ofrecido por el Departamento de Educación

Escuelas Publicas de Providence

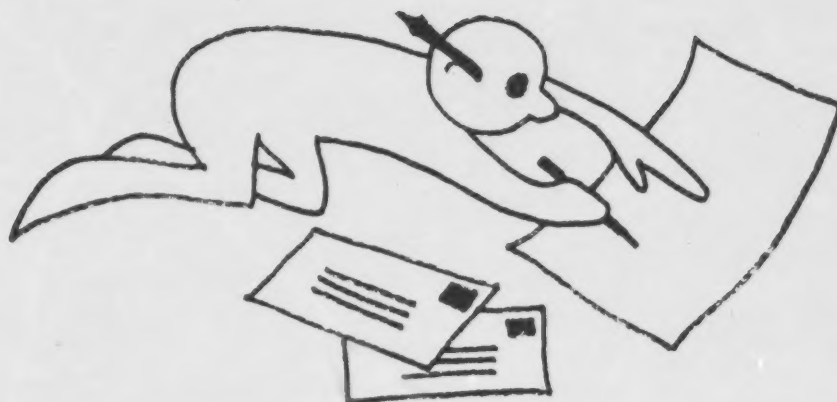
396 Smith Street

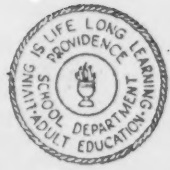
Providence, R. I. 02908

55



CONTACT LETTERS





ADULT EDUCATION DEPARTMENT

PROVIDENCE PUBLIC SCHOOLS

396 SMITH STREET · PROVIDENCE, RHODE ISLAND 02908

AREA CODE 401 · 272-4900, EXT. 241-242

MARY C. MULVEY, Ed D.
SUPERVISOR

January 2, 1973

Dear Principal,

Project ERA (Enrollment, Retention and Advancement) is a special demonstration program under the direction of the Providence Adult Education Department. The program operates English Language classes daily from 9 to 5 at the Latin American Center, and evenings at the South Providence Library and in private homes.

It is our aim to reach as many of the Spanish speaking adult residents of Providence as possible. Therefore, we are requesting your assistance in distributing these flyers to the children in your school who have Spanish surnames. According to a recent survey done by the School Department's Office of Equal Educational Opportunity, there are such students enrolled in your school. We are sending you more than that number of flyers for distribution.

I greatly appreciate your kind cooperation.

Sincerely,

Mary C. Mulvey, Ed.D.
Adult Education Supervisor

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ADULT EDUCATION DEPARTMENT

PROVIDENCE PUBLIC SCHOOLS

396 SMITH STREET - PROVIDENCE, RHODE ISLAND 02908

AREA CODE 401 - 272-4700, EXT. 240-241

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47

WY C. MULVEY, Ed D
SUPERVISOR

31 Octubre 1972

Apreciados estudiantes:

Nos ha sido un placer su asistencia en nuestras clases de inglés en el Centro de la Comunidad Latino americana. Agradecemos mucho su participación hasta ahora, y esperamos que continuen asistiendo a nuestras clases.

Desafortunadamente, debido a que Uds. viven fuera de la parte de Providence llamada "Model Cities Area", no se puede permitirles que participen en nuestro programa diaria en el Centro. Perdone, pero les rogamos que continúe las clases de inglés en uno de los sitios recomendados en el librito que incluimos con esta carta.

Uds. sus parentes y compañeros pueden asistir a cuantas clases mencionadas en el librito que quisieran. Les queremos recordar que las clases son gratis.

Sentimos muchísimo esta inconveniencia que esperamos que Uds. nos visiten al Centro de vez en cuando.

Les deseamos mucha suerte en aprender inglés.

Muchos recuerdos y saludos,

Latin American Community Center

(Por favor vea el otro lado)

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MARY C. MULVEY, Ed.D.
SUPERVISOR

ADULT EDUCATION DEPARTMENT

PROVIDENCE PUBLIC SCHOOLS

396 SMITH STREET - PROVIDENCE, RHODE ISLAND 02908

AREA CODE 401-272-4900 FAX 241-243

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October 31, 1972

Dear Student:

It has been a pleasure to have you in our English classes at the Latin American Community Center on Harvard Avenue. We greatly appreciate your participation thus far and we hope you will continue attending classes.

Unfortunately, because you live outside the Model Cities Area of Providence you are not eligible to participate in the daily program at the Center. We regret this, but we invite you to continue your lessons in English at one of the locations listed in the enclosed flyer.

You and your friends and relatives may go to as many classes on the list as you like and, remember, they are all FREE.

We are sorry if this inconveniences you and we hope you will visit us at the Center from time to time.

The best of luck in learning your new language!

Sincerely yours,

Latin American Community Center

(see other side)

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ADULT EDUCATION DEPARTMENT

PROVIDENCE PUBLIC SCHOOLS

396 SMITH STREET - PROVIDENCE, RHODE ISLAND 02908

AREA CODE 401 - 272-4900, EXT. 241-242

April 16, 1973

MARY C. MULVEY, EdD
SUPERVISOR

BEST COPY AVAILABLE

Dear Pastor,

Providence Adult Education is continuing its efforts to recruit students for our educational programs. We provide classes in Adult Basic Education, English as a Second Language, and High School Equivalency. All of our classes are open to Providence residents; and books, materials, and teachers are provided free of charge.

We are asking your cooperation in publicizing these programs in the hope that more adults will take advantage of these opportunities.

Classes are being held throughout the city and more will be established as required. Enclosed is a complete listing of active adult education classes.

In addition to the list of on-going classes, we have enclosed flyers which we hope you will post in a readily visible location.

We appreciate your cooperation and would be happy to provide you with additional information. Please return the form below to indicate your situation and needs.

Sincerely,

Mary C. Mulvey
Adult Education Supervisor

I would _____ would not _____ like additional information regarding Adult Basic Education.

I would _____ would not _____ like flyers _____ posters _____ (Please indicate number required)

I would _____ would not _____ like bookmarks to distribute to my congregants. Please send me _____ (Please indicate number required)

I would _____ would not _____ like to establish an Adult Education class within my church.

Name: _____

Church: _____

Address: _____

Telephone: _____

I would _____ would not _____ be able
and willing to provide classroom
space to Adult Education classes in
my church.

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ADULT EDUCATION DEPARTMENT

PROVIDENCE PUBLIC SCHOOLS
109 SMITH STREET - PROVIDENCE, R.I. 02904
AREA CODE 401-333-2900

49

MARY C. MULVEY, Ed.D.
SUPERVISOR

BEST COPY AVAILABLE

Dear Sir:

To answer your first question, yes this is a request but not a request for your time or money. We are soliciting students for Adult Basic Education and English as a Second Language.

Providence Adult Education offers certified teachers, instructional materials, and whatever else is needed, to Providence residents, free of charge. We would be willing to establish a class within your company--free of charge, of course. And, we will customize the curriculum to your needs so as to increase the benefits to you and your employees. Once again, these services would be provided free of charge.

Enclosed please find descriptive information listing on-going classes presently available to Providence residents. We have also included flyers which we would like you to post in a visible location. The bookmarks are available in quantity for distribution to your employees. May we suggest they be included in their pay envelopes?

Your cooperation is sincerely appreciated. Please return the form below to inform us of additional information we may provide.

Sincerely,

Mary C. Mulvey
Mary C. Mulvey
Adult Education Supervisor

I would _____ would not _____ like to establish a free Adult Basic Education class for my employees.

I would _____ would not _____ like additional information regarding available Adult Education classes.

I would like posters (Please indicate number _____)
flyers (Please indicate number _____)
bookmarks (Please indicate number _____)

Name: _____

Company: _____

Address: _____

City _____ Zip _____

Telephone: _____

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ADULT EDUCATION DEPARTMENT

PROVIDENCE PUBLIC SCHOOLS

396 SMITH STREET - PROVIDENCE, RHODE ISLAND 02908

AREA CODE 401 - 272-4900, EXT. 241-242

BEST COPY AVAILABLE

MARY C. MULVEY, Ed.D.
SUPERVISOR

Dear Friends:

In our efforts to recruit students for our adult education programs, we are calling upon community service organizations such as yours to assist us in publicizing the numerous educational opportunities available. Free classes in Adult Basic Education, English as a Second Language, and High School Equivalency are being conducted throughout the city. All materials, textbooks, and teachers are provided to the students free of charge.

Enclosed please find a list of the adult education classes presently active throughout the city. In the event that 15 or more people are interested in participating in a class, we would be happy to provide them with a class at their convenience.

Also enclosed are flyers which we hope you will post in a visible location, and book marks with which we would be happy to provide you for distribution.

Please use the form below to request additional information and materials.

Sincerely,

Mary C. Mulvey
Adult Education Supervisor

I would _____ would not _____ like additional information regarding Adult Education programs.

I would _____ would not _____ like flyers _____ posters _____ bookmarks _____ (please indicate number required)

NAME: _____

Organization: _____

Address: _____

Telephone: _____

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SENIOR
AIDES



MARY C. MULVEY, Ed.D.
SUPERVISOR

ADULT EDUCATION DEPARTMENT

PROVIDENCE PUBLIC SCHOOLS
396 SMITH STREET - PROVIDENCE, RHODE ISLAND 02908
AREA CODE 401 - 272-4900, EXT. 241-242

BEST COPY AVAILABLE

Dear Union President:

Providence Adult Education is continuing its efforts to inform Providence residents of available educational opportunities. Classes are now being conducted throughout the city in Adult Basic Education, English as a Second Language, and High School Equivalency. All materials, books, and teachers are provided free of charge.

We would appreciate your communicating these opportunities to your union's membership. Enclosed please find flyers which describe and list on-going classes. We would be happy to establish special classes for your members if twelve or more adults are interested in participating.

The form below is provided for your convenience in requesting additional information and materials. We will be waiting to hear from you.

Sincerely,

Mary C. Mulvey
Adult Education Supervisor

I would _____ would not _____ like additional posters _____ flyers _____ and bookmarks _____
for distribution to our members. (please indicate number required.)

I would _____ would not _____ like to meet with a representative of Providence Adult Education
for additional information.

I would _____ would not _____ be interested in having a speaker address our membership at a
regular meeting.

Name _____

Union _____

Address _____

City _____

A Telephone _____

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MAILING LISTS



Afro-Arts Center, Inc.	60 Portland St.	02907	831-3546
Alcoholics Anonymous	23 Aborn St. Rm 7	02903	331-2047
Atwells Social Club	153 Atwells Ave.	02903	621-9627
Benefit Street Recreation Center	65 Benefit St.	02904	621-9477
Better Business Bureau	248 Weybosset St.	02903	421-9800
Black Peoples Library of Education	216 Prairie Ave.	02905	751-5559
Butler House	319 Amherst St.	02909	751-5140
Cape Verdean Progressive Center	329 Grosvenor Ave. E. Providence	02914	434-9612
Career Education Project	10 Dorrance St.	02903	272-5300
Carter Day Nursery	239 Public St.	02905	751-9752
Catholic Inner City Center	524 Prairie Ave.	02905	941-5600
Chad Brown Health Center	262 Chad Brown St.	02908	274-6330
Citizens United Renewal Enterprise (C.U.R.E.)	33 Chestnut St.	02903	272-2873
Community Affairs Commission	19 Davis St.	02908	421-7833
Community Workshop of Rhode Island, Inc.	77 Westfield St.	02907	861-2080
<u>Concentrated Employment PROGRAM</u>	126 Somerset St.	02907	272-4400
Diocesan Bureau of Social Service	433 Elmwood Ave.	02907	467-7200
Donley Rehabilitation Center	249 Blackstone Blvd.	02906	751-1619
Family Service, Inc.	333 Grotto Ave.	02906	331-1350
Family Planning of Rhode Island	50 Maude St.	02908	521-1000
Family Relocation Service	40 Fountain St.	02903	831-6550
Federal Hill Health Center	376 Atwells Ave.	02903	421-0403
FHA Housing	330 Post Office Annex	02903	528-4391
Fox Point Drop-In Center	50 John St.	02906	621-9156
Fox Point Health Center	407 Wickenden St.	02903	861-0920
Friendship House, Inc.	351 Lockwood St.	02907	621-8259
Greater Prov. Chamber of Commerce	10 Dorrance St.	02903	521-5000
Hartford Park-Olneyville Health Ctr.	10 Whelan Road	02909	861-4585
Homes for Hope	160 Cranston St.	02907	421-7833

"HOPE" Committee	P.O. Box 2451	02906	421-2027
House of Hope	Skunk Hill Rd. Escoheag	02893	539-2351
Human Relations Commission	87 Weybosset St.	02903	421-3708
International House of Rhode Island	8 Stimson Ave.	02906	421-7181
International Institute	104 Princeton Ave.	02907	421-8662
Jewish Community Center	170 Sessions St.	02906	861-2674
Jewish Family & Children's Services	333 Grotto Ave.	02906	331-1244
Latin American Community Center	3 Harvard Ave.	02907	421-9210
Latine American Medical Center	730 Broad St.	02907	461-1718
Legal Aid Society of Rhode Island	100 North Main St.	02903	331-4665
Lippitt Hill	35 Camp St.	02906	831-3825
M.L. King School Health Center			
Manton-Joslin Health Center	279 Manton Ave.	02909	421-2692
Marathon House, Inc.	Fish Hill Road, Coventry	02816	397-7778
National Association for the Advancement of Colored People	71 Goldsmith Ave. E. Prov.	02914	434-5675
Neighborhood Drop-In Center	Chad Brown Tutorial Project 128 F. Fillmore St.	02908	521-3390
Neighborhood Drop-In Center	Hartford Park 2 Whelan Road	02909	351-2707
Neighborhood Drop-In Center West Elmwood Community Center	648 Potters Ave.	02907	941-8552
Neighborhood Health Centers Central Offices	208 Thurbers Ave.	02905	781-5156 781-6512
Neighborhood Homemaker Aides	152 Doyle Ave.	02906	861-4119
Neighborhood Legal Services	56 Pine St. (Central Office)	02903	274-2652
Neighborhood Legal Services	149 Camp St.	02906	274-4695
Neighborhood Legal Services Federal Hill	187 Atwells Ave.	02903	274-3767
Neighborhood Legal Services Fox Point	105 1/2 Ives St.	02906	272-3060
Neighborhood Legal Services Olneyville	5 Whelan Rd., Apt. B	02909	861-5380

Neighborhood Legal Services Lower South Providence	220 Thurbers Ave., Apt. 1 D	02905	461-0506
Neighborhood Legal Services Upper South Providence	128 1/2 Prairie Ave.	02905	274-5896
Neighborhood Legal Services West End	328 Cranston St.	02907	751-7910
Neighborhood Resource Unit	190 Camp St.	02906	861-4119
Neighborhood Resource Unit Federal Hill	109 DePasquale St.	02903	421-3071
Neighborhood Resource Unit Fox Point	101 Ives St.	02906	331-0680
Neighborhood Resource Unit Olneyville-Joslin	466 Manton Ave.	02909	274-3410
Neighborhood Resource Unit Olneyville-Perry	5 Whelan Rd., Apt. 1 A	02909	861-3320
Neighborhood Resource Unit Smith Hill	407 Smith St.	02908	861-4860
Neighborhood Youth Corps - City Hall	Kennedy Plaza	02903	421-6477
Nickerson Settlement House	133 Delaine St., Apt. 1 C	02909	351-2241
Neighborhood Resource Unit Lower South Providence	228 Thurbers Ave., Apt. 1 B	02905	467-3360
Neighborhood Resource Unit Upper South Providence	226 Prairie Ave.	02905	421-9290
Olneyville Drop-In Center	1886 Westminster St.	02909	621-8709
Opportunities Industrial Center of R.I., Inc. (OIC)	45 Hamilton St.	02907	731-9484
People Acting through Community Effort (P.A.C.E.)	557 Public St.	02907	781-0470
Planned Parenthood of Rhode Island	46 Aborn St.	02903	421-9620
Portuguese American Social Club	32 Sheldon St.	02906	831-9423
Portuguese Consulate	632 Industrial Bank 111 Westminster St.	02903	831-5902
Portuguese Sporting Club	92 Cano St.	02906	621-5964
Project Equality	19 Davis St.	02908	831-4520

Progress Association for Economic Development (PAED)	2 Winter St.	02905	274-4200
Progress for Providence	1082 Chalkstone Ave.	02908	331-9400
Providence College--Personnel Office	River Ave.	02908	865-2285
Providence Baptist Church	50 Rounds Ave.	02907	941-1634
Providence Base Employees -Cr. Union	586 Atwells Ave.	02909	272-2024
Providence Boys Clubs	25 Dryden Lane	02904	421-0910
	1 Louisa St.	02905	467-3199
	266 South Main St.	02903	421-4566
	33 Atwells Ave.	02909	831-4069
	550 Branch Ave.	02904	421-0695
Providence Child Guidance Clinic	333 Grotto Ave.	02906	274-2710
Providence Church of God	1 Benedict St.	02907	941-0181
Providence Communications Department	Kinsley Ave.	02906	274-1150
Providence Corporation	105 Dodge St.	02907	421-2540
Providence Department of Public Works Personnel Office	700 Allens Ave.	02905	467-7950
Providence Department of Recreation Personnel Department	Roger Williams Park	02905	421-7740
Providence Friends Meeting House	99 Morris Ave.	02903	331-4218
Providence Gas Company--Personnel Office	100 Weybosset St.	02903	831-8900
Providence Head Start	100 North Main St.	02903	272-1760
	106 Beacon Ave.	02903	272-1787
	Camden Avenue School	02908	331-2290
	53 Jenkins St.	02906	521-3278
	E. George & Gano Sts	02903	274-5837
	231 Amherst St.	02909	351-2617
	Kenyon St.	02903	421-7988
	Webster Ave.	02909	943-1305
	Vineyard St.	02907	941-8444
Providence Health Centers	208 Thurbers Ave., Apt. 1A	02905	781-0644
Providence Housing Authority	673 Academy Ave.	02908	421-1451
	263 Chad Brown St.	02908	421-1454
	100 Atwells Ave.	02903	831-2320
	100 Broad St.	02903	421-1443
	243 Smith St.	02908	521-3360
	142 Dodge St.	02907	521-4620
	160 Benedict St.	02903	351-2158
	300 Hartford Ave	02909	861-0200

Providence Housing Authority	31 Salmon St.	02909	861-0200
	25 Tobey St.	02909	521-2930
	240 Thurbers Ave.	02905	941-2800
	11 West Drive	02904	521-2797
Providence Human Relations Commission	56 Washington St.	02903	421-3708
Providence Lying-In Hospital Personnel Office	50 Maude St.	02908	521-1000
Providence Mental Health Center	355 Broad St.	02907	274-2500
Providence Model Cities	830 Eddy St.	02905	467-3560
Providence Postal Employees--Cr. Union	Post Office Annex	02903	421-2436
Providence Public Library - Main Branch	150 Empire St	02903	521-7722
Fox Point Branch	511 Wickenden St.	02903	421-1436
Mt. Pleasant Branch	315 Academy Ave.	02908	861-1962
Olneyville Branch	12 Olneyville Square	02909	861-1909
Rochambeau Branch	708 Hope St.	02906	421-1499
Smith Hill Branch	31 Candace St.	02908	421-6974
South Providence Branch	441 Prairie Ave.	02905	941-2660
Wanskuck Branch	233 Veazie St.	02904	331-4887
Washington Park Branch	1316 Broad St.	02905	461-7348
Project Relief, Inc.	335 Westminster St.	02903	751-9300
Providence Senior Citizens Center	51 Empire St.	02903	421-8135
Providence School Department Personnel Office	150 Washington St.	02903	272-4900
Providence Welfare Department	111 Fountain St.	02903	272-2000
	190 Camp St.	02906	272-9735
	Chad Brown St.	02908	351-7337
	400 Atwells Ave.	02909	521-3405
	142 Dodge St.	02907	331-3229
	240 Thurbers Ave.	02905	781-2910
	31 Salmon St.	02909	861-0200
	11 Whelan Road	02909	331-3186
R.I. Dept. of Community Affairs	150 Washington St.	02903	277-2877
R.I. Dept. of Employment Security	24 Mason St.	02903	861-6200
	144 Westminster St.	02903	331-3315
Rhode Island Department of Labor	235 Promenade St.	02908	272-2741
Rhode Island Department of Personnel	289 Promenade St.	02908	272-2160
R.I. Dept. of Social & Rehabilitative Services, Div. of Public Assistance	1 Washington Ave.	02905	467-7550

ORGANIZATIONS

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Rhode Island Fair Welfare	198 Thurbers Ave., Apt. 1D	02905	785-9040
R.I. Film Library Cooperative, Warwick Public Library	600 Sandv Lane	02886	739-5440
Rhode Island Legal Services	950 Broad St.	02905	467-2620
Rhode Island Workers Association	212 Union St.	02903	751-2008
Roger Williams Community Center	199 Oxford St.	02905	781-9606
Roger Williams Health Center	503 Prairie Ave.	02905	781-2180
St. Joseph's Hospital	21 Peace St.	02907	331-2700
Salvation Army	201 Pitman St. 11 Somerset St.	02906 02907	421-5270 421-0958
Smith Hill Health Center	544 Chalkstone Ave.	02908	331-6681
Social Service Center	25 Mystic St.	02905	467-3454
Upper Providence Drop-In Center	265 Prairie Ave.	02905	621-8706
Upper S. Providence Health Center	230 Prairie Ave.	02905	272-4122
University of R. I. Cooperative Extension Service--Homemaker Aides	316A Post Office Annex	02903	521-4181
University of R.I. Cooperative Extension Service	P.O.Bldg. - Olneyville 100 Hartford Avenue	02909	521-4160
University of R.I. Cooperative Extension Service--South Providence	361 Sayles St.	02905	941-2400
Urban Coalition of Rhode Island	1133 Industrial Bank Bldg. 111 Westminster St	02903	331-4730
Urban Educational Center	2 Winter St.	02903	521-7823
Urban League of Rhode Island	131 Washington St.	02903	521-5103
West End--Elmwood Health Center	220 Cranston St.	02907	272-4085
Y M C A	160 Broad St.	02903	331-9200
Y M C A	62 Jackson St.	02903	861-2210

Acme Optical Company	387 Charles St.	02904	831-3681
Alan Jewelry Company	1280 Eddy St.	02905	785-0900
Allens Manufacturing Co., Inc.	89 Shipyard St.	02905	461-1223
Alice Jewelry Company	52 Valley St.	02909	331-1124
Allied Fluorescent Mfg. Co.	99 Hartford Ave.	02909	421-3477
Allied Printing Co., Inc.	333 Bucklin St.	02907	461-7440
American Emery Wheel Works, Inc.	Richmond Square	02906	751-5400
American Jewelry Chain Company	560 Atwells Ave.	02909	421-4162
American Moistening Co. Division of Grinnel Corp.	120 Covington Dr., Warwick	02886	739-6170
Anson Incorporated	100 DuPont Drive	02907	944-2200
Antonelli Plating Co., Inc.	50 Valley St.	02909	331-2239
Arden Jewelry Co.	50 Aleppo St.	02909	274-9800
Armburst Chain Co.	735 Allens Ave.	02905	781-3300
Aro-Sac, Inc. Jewelry Findings	350 Washington St.	02903	421-8711
Atlantic Yarns	86 Cravy St.	02903	861-7070
Automatic Chain Company	181 Charels	02905	331-9800
Barrows Industries, Inc.	812 Branch Ave.	02904	421-9001
Beaucraft, Inc.	215 Georgia Ave.	02905	461-2305
Bergere, Inc.	33 Bassett St.	02903	272-3600
BIF (Div. of General Signal Corp.)	345 Harris Ave.	02909	421-4301
Biltmore Textile Co.	68 Salem St.	02904	781-4455
Blacher Brothers, Inc.	299 Carpenter St.	02909	421-9393
Best Plastics, Inc.	325 Valley St.	02908	
Bojar Company	63 Baker St.	02903	785-1770
Borelli, Inc.	50 Aleppo St.	02909	831-3440
Braided Fabric Company	223 Harrison St.	02907	521-6630
Brier Mfg. Co.	222 Richmond St.	02908	521-1900

Erite Industries, Inc.	55 DuPont Drive	02907	944-5200
Bruin Paper Box, Inc.	25 Manont Ave.	02904	421-3016
Buffington, F.H. Company	134 Thurbers Ave.	02905	781-1661
Bulova Watch Co., Inc.	425 Dexter St.	02907	941-6900
Cable Electric Products, Inc.	234 Daboll St.	02907	781-5400
Carl-Art, Inc.	95 Chestnut St.	02903	421-6949
Castellucci & Sons, Inc.	44 West River St.	02904	421-3805
Circular Tool Co., Inc.	765 Allens Ave.	02905	941-7600
Clark & Coombs Company	162 Clifford St.	02903	421-1506
Cleinman & Sons, Inc.	716 North Main St.	02904	331-9804
Coca-Cola Bottling Co. of P.I.	95 Pleasant Valley Pkwy.	02908	331-1981
Colonial Knife Co., Inc.	287 Oak St.	02909	351-9400
Coro, Inc.	167 Point St.	02903	521-3000
Coronet Thermogrovers, Inc.	111 DuPont Dr.	02907	944-7100
Coto Coil Co., Inc.	65 Pavilion Ave.	02905	467-4777
Cowan Plastic Products Corp.	50 Aleppo St.	02909	351-8813
Crest Craft, Inc.	1153 Westminster St.	02909	421-0076
Crownmark Corp.	166 Valley St.	02909	521-6410
Crown Metro, Inc.	12 Dudley St.	02911	272-5700
Dal Manufacturing Corp.	324 Valley St.	02903	831-0050
Daltronics, Inc.	100 Manton Ave.	02909	351-3525
Danal Jewelry Co., Inc.	387 Charles St.	02904	274-3500
Danecraft, Inc.	24 Baker St.	02905	941-7700
Danoco, Inc.	12 Tippecanoe St.	02909	421-9046
DaVinci, Creations, Inc.	244 Oak St.	02909	521-3200
Davol, Inc.	100 Sockanossett Cross Rds. Cra. ston	02920	463-7000
Dexter Manufacturing Co., Inc. (Jwlry)	95 Chestnut St.	02903	421-8539 421-7344

BUSINESS ESTABLISHMENTS (continued)

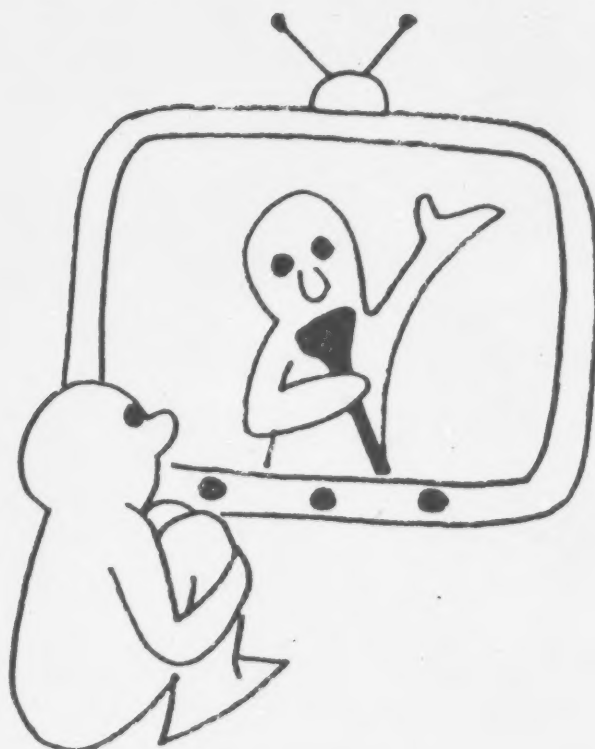
Dieges & Clust	112 Public St.	02905	331-1240
Dolan & Bullock Co. (Jewlrs)	75 Oxford St.	02905	941-7500
Edmands Company. Div. of Wanskuck Co.	304 Pearl St.	02907	831-1200
Electrolizing Co., Inc.	148 West River St.	02904	861-5900
Espo-Flex, Mfg. Inc. Esposito Jewelry, Inc.	225 DuPont Drive " " "	02907 "	943-1900 " "
Fairdeal Mfg. Co.	472 Potters Ave.	02907	461-1250
Federal Chain Company	141 Georgia Ave.	02905	785-1700
Federated Lithographers Printers, Inc.	353 Prairie Ave.	02905	941-1200
Fort Jewelry Co., Inc.	54 Taylor Dr. E. Prov.	02916	438-0500
Foster Jewelry Co.	25 Reservoir Ave.	02907	467-8888
Fox, C.J. Company	236 Aborn St.	02903	421-2000
Foxon Company	227 W. Park St.	02908	421-2386
Fulford Manufacturing Co.	107 Stewart St.	02903	421-2600
Giovanni	1125 Pontiac Ave.	02920	467-6400
Gem-Craft Jewelry, Inc.	95 Chestnut St.	02903	331-4889
General Electric Company	95 Hathaway St.	02907	781-1800
Prov. Base Plant of General Elec.	586 Atwells Ave.	02909	421-1610
Glamour Jewelry, Inc.	167 Point St.	02903	521-3000
Goddess Jewelry Co.	45 Richmond St.	02903	421-2734
Gold Crown, Inc.	403 Charles St.	02904	331-0882
Gorham Corp. (Div. of Textron)	333 Adelaide Ave.	02907	941-1000
Gorman, Henry & Son, Inc.	160 Atlantic Ave.	02907	461-7653
Greenberg, B.B. Co.	333 W. River St.	02904	272-6100
Grinnell Phillips Corp. The	120 Covington Dr. Wrvk	02886	739-6170
Hancom, H.F. & Co., Inc.	225 Chapman St.	02905	941-1456
Harwood Mfg. Co.	93 Hartford Ave.	02909	861-3200
Hedison Mfg. Co.	116 Chestnut St.	02903	331-8625

BUSINESS ESTABLISHMENTS (continued)

Highland Mfg. Co.	47 Culver St.	02905	861-2310
Highland Textile Printers, Inc.	50 Aleppo St.	02909	351-4975
Hi-Hat Foods, Inc.	176 Narragansett Ave.	02907	461-5035
Ideal Jewelry Mfg. Co.	189 Georgia Ave.	02905	781-1134
Imperial Pearl Co., Inc.	25 Manton Ave.	02909	331-5873
Improved Laminated Metals Co. (Wire Co.)	755 Eddy St.	02905	461-0855
International Insignia Corp.	387 Charles St.	02904	274-5520
Jenson Industries, Inc.	177 Sherbourne	02905	781-5110
J.I. Manufacturing Co.	158 Pine St.	02903	861-0733
Jette, Wm. M. & Son, Inc.	68 Salem St.	02904	781-6620
Jewel Case Corp.	300 Niantic Ave.	02907	943-1400
Jewel Co. of America Inc.	25 Holden St.	02908	521-2172
K & F Plating Company	50 Tobey St.	02909	861-0100
Kestenman Brothers Mfg. Co.	280 Kinsley Ave.	02903	421-5289
Kilmartin Too. Company, Inc.	400 Charles St.	02904	861-0500
Kinney Company (Jwlrv)	123 Stewart St.	02903	272-5900
Klitzner Industries, Inc.	44 Warren St.	02907	351-1900
Lang Jewelry Company	387 Charles St.	02904	521-8891
Lincoln Lace & Braid Co.	61 Ponagansett Ave.	02909	351-4400
Linden & Co., Inc.	72 Baker St.	02905	461-7770
Marshall & Williams Co.	46 Baker St.	02905	461-3450
May-Dell, Inc.	166 Valley St.	02909	
Metalart Buckle Company	166 Valley St.	02909	274-9400
Metceram	100 Niantic Ave.	02905	943-2200
Monarch Industries, Inc.	1 Washington Ave.	02905	467-2500
National-Bickford Graphics	88 Niantic Ave.	02905	944-2700
National Chain Company	378 Charles St.	02904	521-1750
New England Butt Div. Wanskuck Co.	304 Pearl St.	02907	831-1200

Nohel Manufacturing Corp.	250 Niantic Ave.	02907	944-2660
Parflex Rubber Thread	50 Valley St.	02909	421-6261
Providence Gravure, Inc. (Prov. Journal Co.)	99 West River St.	02904	331-1771
Providence Journal Company	75 Fountain St.	02903	277-7000
Providence Steel & Iron Co., Inc.	27 Sims Ave.	02909	331-1810
Quality Screw Machine	107 Stewart St.	02903	421-2600
Regal Plating Co., Inc.	85 South St.	02903	421-2704
Rhode Island Tool Company, Inc.	148 West River St. P.O. Box 6007	02904	331-1820
Robert Mfg. Co., Inc.	125 Whipple St.	02908	421-1475
Robison Rayon Co., Inc.	86 Crary St.	02903	861-7070
Royal Box & Display Co.	40 Oriental St.	02908	421-6716
Rumford Steel Industries, Inc.	33 Acorn St.	02903	331-7800
Salvadore Tool & Findings, Inc.	369 Fountain St.	02903	272-4100
Sightmaster Corp.	50 Aleppo St.	02909	728-3000
Spencer Plating Co.	69 Bucklin St.	02907	331-5923
Thurston Manufacturing Co.	45 Borden St.	02903	331-0243
Tower Manufacturing Co.	158 Pine St.	02903	272-9300
Union Camp Corp., Pak-All Plastic Products	50 Niantic Ave.	02907	944-3300
Uniroyal, Inc.	10 Eagle St.	02909	331-4000
United Products Corp.	166 Valley St.	02909	521-0662
Universal Optical Co., Inc.	21 Acorn St.	02903	421-0137
Walco Electric Company	303 Allens Ave.	02903	467-6500
Ward Foods Inc.	461 Eddy St.	02905	331-7734
Winsor & Jerauld Mfg. (Div. of Crompton & Knowles Corp.)	1268 Eddy St.	02905	781-2341

RADIO AND TELEVISION PUBLIC SERVICE ANNOUNCEMENTS





ADULT EDUCATION DEPARTMENT

PROVIDENCE PUBLIC SCHOOLS

196 SMITH STREET - PROVIDENCE, RHODE ISLAND 02908

AREA CODE 401 - 272 4800, EXT. 241242

BEST COPY AVAILABLE

MARY C. MULVEY, Ed.D.
SUPERVISOR

March 22, 1973

Dear Sir:

Providence Adult Education is intensifying its efforts to interest local residents in self-improvement through education. Classes are now being held on a regular basis throughout the city; however, we are not yet satisfied with the number of adults who are taking advantage of our programs.

The enclosed announcements briefly describe the programs currently offered to Providence residents free of charge by our department. We would appreciate your considering the service you could offer the community by publicizing our program through your medium.

We would be happy to provide you with other short announcements prepared to your specifications and any additional information you may require. In the event that your scheduling would include a broadcast interview, we would be pleased to make the necessary arrangements at your convenience.

Please feel free to contact us at any time. Thank you for your cooperation.

Sincerely,

Barbara M. Goldberg
Director of Public Relations

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Public Service Announcements sent to Radio and TV stations,
Att: New Director, with accompanying letters to Station Managers.

10/12/72

WPRO--AM-FM, 24 Mason Street, Providence, P. I. 02903

WPJB--FM, Providence Journal Co., 75 Fountain Street, Providence, P. I. 02903

WHIM--AM-FM, 115 Eastern Ave., East Providence, R.I. 02914

WSBE--Channel 36, 600 Mount Pleasant Ave., Providence, P.I. 02908

WTEV--Channel 6, Spring and County Streets, New Bedford, Mass., 02740

WRIB, R. I. Broadcasting Co., 200 Water Street, East Providence, R.I. 02914

WBRU-FM, 75 Waterman Street, Providence, P. I. 02906

WJAR, 176 Weybosset Street, Providence, P.I. 02903

WICE, 198 Dyer Street, Providence, R.I. 02903

WLKW--AM--FM, 228 Weybosset Street, Providence, R.I. 02903

WGCY, 270 Union Street, New Bedford, Mass 02740 (Services Rhode Island)

WXTR, Roger Williams Broadcasting Co., Inc., 96 John Street, Cranston, P.I. 02920

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Public Service Announcements for Radio and Television Stations.

OIC, at 45 Hamilton St. offers free pre-vocational instruction in basic skills of communication and computation for vocational training; daytime and evening classes sponsored by Providence Adult Education.

Reading, writing and mathematics taught free at South Providence Public Library, 441 Prairie Ave. every day and Monday and Wednesday evenings for adults. Sponsored by Providence Adult Education.

Project ERA offers free instruction for adults at Latin American Center at 3 Harvard Ave.; OIC at 45 Hamilton St. and South Providence Library at 441 Prairie Ave. sponsored by Providence Adult Education.

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Public Service Announcements for Radio and TV Stations

Latin American Center, 3 Harvard Avenue, offers free English classes daytime and evenings, for adult residents of South Providence area. Visit or call the Center 421-9210.

Free English classes are held daytime and evenings at Latin American Center, 3 Harvard Avenue, for adult residents of South Providence area. Visit or call the Center 421-9210.

South Providence area adults who need to learn English are urged to contact Latin American Center, 3 Harvard Avenue. Free classes are offered daytime and evening. Visit or call the Center 421-9210.

Learn English at Latin American Center, 3 Harvard Avenue. South Providence area adults invited to join free classes daytime and evening. Visit or call the Center 421-9210.

Public Service Announcements for Radio and TV stations

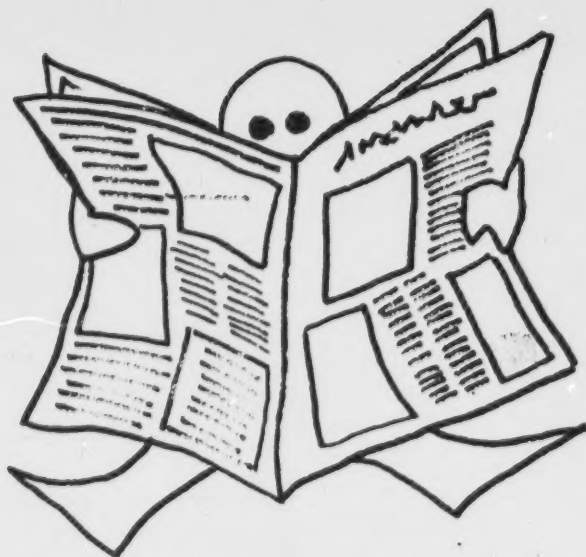
Join ERA at Latin American Center, 3 Harvard Ave. sponsored by Providence Adult Education. Adults of South Providence Model Cities invited to learn English free.

Learn English at Latin American Center, 3 Harvard Ave. Adults of South Providence Model Cities invited to free classes sponsored by Providence Adult Education.

ERA offers free English instruction to foreign residents of South Providence Model Cities area at the Latin American Center, 3 Harvard Ave., sponsored by Providence Adult Education.

Free English instruction offered under project ERA to adults of South Providence Model Cities area at Latin American Center, 3 Harvard Ave. sponsored by Providence Adult Education.

PRESS RELEASES





ADULT EDUCATION DEPARTMENT

PROVIDENCE PUBLIC SCHOOLS

396 SMITH STREET - PROVIDENCE, RHODE ISLAND 02908

AREA CODE 401 - 272-4900. EXT. 241-242

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MARY C. MULVEY, Ed D.
SUPERVISOR

press release

FOR RELEASE
Thursday, March 8, 1973

Contact: Barbara Goldberg
Public Relations Director
Telephone: 351-3595

INTERNATIONAL TEACHER JOINS ADULT EDUCATION

Mr. Arun Narang, a 26 year old native of Moulton, British India, has joined the staff of the Providence Adult Education Department as an educational coordinator. Mr. Narang will be concerned with introducing new teaching techniques to the faculty and staff involved in teaching Adult Basic Education (ABE) and English as a Second Language (ESL).

Dr. Mary C. Mulvey, Supervisor of the Providence Adult Education Department, described Mr. Narang as "highly capable with the extensive training and experience necessary for the technical training of the teachers and aides presently conducting free adult classes throughout the city". According to Dr. Mulvey, Mr. Narang will conduct workshops and on-the-job training on a regular basis to assure the continuing improvement of our educational effectiveness. Mr. Narang conducted a workshop for Adult Education teachers from July 24 to August 4, 1972, in Providence.

Mr. Narang's varied experience in education began after he received his bachelor's degree in political science from Colgate University and joined the Peace Corps as an ACTION volunteer. He served for three years as a teacher in Madhya Pradesh, India, at the Government College of Education in Rewa, and the English Language Teaching Institute in Bhopal. In addition to his teaching and lecturing, Mr. Narang authored a teachers manual which was published by the Indian government as a textbook for its teachers.

- MORE -

Page 2 of 2
International Teacher
Contact: Barbara Goldberg
351-3591

Mr. Narang returned to the United States to attend the School for International Training in Brattleboro, Vermont, where he received his master's degree in teaching English as a Second Language. He again joined the Peace Corps in October, 1972, but this time as part of a teacher training program in the Kingdom of Tonga in the South Pacific, and he will now lend his expertise to Adult Education in Providence.

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ADULT EDUCATION DEPARTMENT
PROVIDENCE PUBLIC SCHOOLS
396 SMITH STREET - PROVIDENCE, RHODE ISLAND 02909
AREA CODE 401 - 272-4900, EXT. 241-242

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press release

TO: ALL NEWSPAPERS

FOR IMMEDIATE RELEASE

CONTACT: BARBARA M. GOLDBERG - Telephone 272-4900 Extension 242

BOOKMARK BONANZA

Providence libraries are being provided with a "Bookmark Bonanza" as part of Providence Adult Education's effort to enroll adults in instructional programs. The yellow and green bookmarks are aimed at publicizing the free adult education programs offered to Providence residents.

Dr. Mary C. Mulvey, Director of Providence Adult Education, considers the bookmarks to serve a two-fold purpose. First, they advertise the free classes offered in Adult Basic Education (ABE), High School Equivalency (HSE) and English as a Second Language (ESL) for foreign speaking adults. Second, they will help to reduce the frequent damage to book bindings which results from not using bookmarks.

Bookmarks and information about adult education opportunities are available from Providence Adult Education, 396 Smith Street, Providence.
Telephone 272-4900 Extension 242.



ADULT EDUCATION DEPARTMENT

PROVIDENCE PUBLIC SCHOOLS

396 SMITH STREET PROVIDENCE, RHODE ISLAND 02903

AREA CODE 401-351-3595

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MARY C. MULVEY, Ed.D.
SUPERVISOR

press release

Release Date: March 17, 1973

Contact: Barbara M. Goldberg
Director of Public Relations
Telephone: 351-3595

Nutrition Classes for Spanish-Speaking Adults

Students at the Latin American Community Center at 3 Harvard Avenue are learning the ABC's of nutrition. Weekly classes are conducted under the direction of Mrs. Anna Buonomano of the University of Rhode Island Extension Division in cooperation with the English language teachers from the Providence Adult Education Department. The students are members of Project ERA, a program directed by Dr. Mary C. Mulvey, at the community center for non-English speaking adults to learn English as a Second Language (ESL).

The goal of the nutrition classes is to provide the students with information about the four basic food groups and balanced nutrition. In addition to the nutrition information that the students receive, they participate in the actual preparation of foods discussed in class. Sample menus and recipes are provided for the students, and advice on saving money in their shopping and calories in their diets is incorporated into the group sessions.

All of the nutrition classes are conducted in English in an effort to augment classroom activities in learning the English language. In an effort to build upon the groundwork established by Mrs. Buonomano and her aides, Mrs. Cynthia Soares and Mrs. Julia Medina, the Project ERA instructors will conduct field trips to neighborhood grocery stores where they will put their students' combined knowledge of English and nutrition to a practical test.



ADULT EDUCATION DEPARTMENT

PROVIDENCE PUBLIC SCHOOLS

396 SMITH STREET - PROVIDENCE, RHODE ISLAND 02908

AREA CODE 401 - 272-4900, EXT. 241-242

MARY C. MULVEY, Ed.D.
SUPERVISOR

BEST COPY AVAILABLE

Release Date: March 15, 1973

Contact: Barbara M. Goldberg
Director of Public Relations
Telephone: 351-3595

LATIN AMERICAN STUDENTS LEARN ABOUT AMERICAN GOVERNMENT IN ACTION

Students from the Latin American Community Center viewed first hand the business of government as conducted at the Rhode Island State House yesterday. The students are participants in the Providence School Department's Adult Education Project ERA, a program specifically designed for the non-English speaking residents of the Providence Model Cities Area. Under the guidance of thier instructors, the students toured the capitol building and visited the legislative chambers.

As a side trip, the group visited the Stote Office Building where they became aware of the services provided by the Registry of Motor Vehicles. Of particular interest to the students was the licensing of new drivers. Many of the students enrolled in Project ERA are presently studying for their driver's tests in their English classes.

In addition to learning about American History and Government, the students in Project ERA are also involved in classes concerned with nutrition, consumer education, and their community. The classes, which are conducted on a daily basis, are free of charge. In addition to the classes held at the Latin American Community Center at 3 Harvard Avenue and the South Providence Public Library at 441 Prairie Avenue, classes are available at the homes of interested students.

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NEWS RELEASE

FROM: Mary C. Mulvey, Ed.D., Adult Education Supervisor
RELEASE DATE: For February 2, 1973 - p.m. papers
SUBJECT: Latin American Community Center Graduation Exercises

Graduation exercises took place at the Latin American Community Center, 3 Harvard Avenue, Friday, February 2nd, at 11 a.m., for 18 Spanish-speaking adults who have recently finished a concentrated program of English Language instruction.

Highlighting the festivities was the presentation of a Certificate of Merit to each student who has successfully completed the 12-week course. The instruction was designed to achieve, in a minimum of time, a maximum of improvement in the learners' English Language proficiency, so that they could begin specialized job training.

As part of the curriculum, students participated in a variety of instructional activities, such as acting out plays, group singing, and viewing films, filmstrips and slides. Field trips were taken to Roger Williams Park, Midland Mall, Brown University, the State House, LaSalette Shrine, the Civic Center and St. Joseph's Hospital. Guest speakers at the Center have included representatives from the R. I. Consumers Council, Bilingual Education Office of the Providence School Department, Vocational Education Department of the State Department of Education, Social Welfare, State Taxation Division and the Internal Revenue Service.

The program is held under the auspices of Project ERA (Enrollment, Retention and Advancement), sponsored by the Adult Education Department of the Providence Public Schools. Dr. Mary C. Mulvey, Supervisor of Adult Education, made the presentation of

- M O R E -

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Latin American Community Center
Graduation Exercises
Mary C. Mulvey, (401) 272-4900
Ext. 241-242

certificates to each student.

page 2 of 2

Also on hand for the ceremonies were Paul M. Doherty, Project ERA Expediter, Mr. Franklin Santos, Director of CEP (Concentrated Employment Program), Mrs. Mercedes Messier, Executive Director of the Latin American Community Center, and Father Antonio Saez, student recruiter and counsellor.

Following the graduation exercises, a celebration party was held at the Center, featuring Latin American food and music. The graduating students, who will now enter job training at CEP, 358 Public Street, are: Antonio Bisoño, Ignacio Bisoño, Ramiro Blas, Ruth Carrion, Dora Cuellar, Mary Ferreira, Marta Garcia, Fe Gomez, Juana Gomez, Dolores Gonzalez, Ramon Henderson, Esther Maguina, Juana Nunez, Pablo Peralta, Carmen Rivera, Gabriel Sanz, Luis Torres, and Riley Waid. They will be trained in a variety of skills, including key punch operation, nursing, electrical, carpentry, medical technician, and secretarial.

Free classes in English are held daily at the Center from 9 a.m. to 5 p.m., and registrations are accepted at any time. In addition, a number of other services are offered, among them assistance with housing, health and child card, employment and welfare. Anyone in need of these services, or in need of English instruction, is urged to contact the Latin American Community Center at 3 Harvard Avenue, or telephone 421-9210.

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APPENDIX B



NEW FORMS DEVELOPED
FOR PROJECT ERA/COPE
AS A RESULT OF
PROJECT ERA EXPERIENCE

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REGISTRATION CARD

Name _____ Class _____ C.T. _____
 Last First Middle
 Address _____ Telephone _____
 Zip _____
 Date of Birth _____ Place of Birth _____
 Native Language _____ Number of People in Family _____ Adults _____ Children _____
 Number of Grades Completed _____ Last School Attended _____
 How did you learn about the ABE/ESL/ESL Classes?
 () Recruiter () GED () State Employment Agency () TV/Radio
 () Friend () WFL () Religious Organization () Newspaper
 () Family () GED () Providence Adult Education () Flyers/Posters
 () Poverty Agency () Social Welfare () Other (Explain) _____
 () Employer () Public Agency _____
 English Proficiency: Beginner () () ()
 Intermediate Speaks () Feels () Writes ()
 Advanced () () ()
 Date of Enrollment _____ Teacher _____
 Have you attended an ABE/ESL/ESL class before? When _____ Where _____

CLASS DAILY LESSON PLAN

CLASS: _____

DATE: _____

TEACHER: _____

NUMBER OF STUDENTS: _____

LEVEL OF STUDENTS: ☐ Beginner (1-3) ☐ Intermediate (4-6) ☐ Advanced (7-9)GENERAL OBJECTIVE: _____

_____TEACHING TECHNIQUES: ☐ Lecture ☐ Group reading ☐ Group Discussion ☐ Dialogue☐ Individual Work ☐ Team Work ☐ _____TEACHING MATERIALS: ☐ Commercially Prepared ☐ Teacher Prepared

If commercially prepared, please list title. If teacher prepared, please submit sample copy with lesson plan.

_____AUDIO-VISUAL MATERIALS: ☐ Chalkboard ☐ Overhead Projector ☐ Language Master☐ Tape Recorder ☐ Record Player ☐ Filmstrip Projector ☐ Movie Projector☐ Video Tape ☐ Teaching Mach. ☐ Controlled Reader ☐ Slide Projector

List software used and describe briefly: _____

EVALUATION: Describe test(s) used to determine the success of the lesson. If a test was written, please submit a sample copy with this lesson plan.

COMMENTS: Any additional information you include will be helpful. Please use the back of this form for additional comments.

STUDENT PROGRESS REPORT

STUDENT'S NAME: _____ DATE: _____

CLASS: _____ TEACHER'S NAME: _____

STUDENT'S LEVEL: ☐ Beginner ☐ Intermediate ☐ AdvancedSTUDENT'S GOAL: ☐ Employment ☐ Advanced Academic Training ☐ Vocational Training☐ Citizenship ☐ High School Equivalency ☐ Self-Improvement☐ Family Benefit ☐ UnknownCONTENT CONCENTRATION: ☐ Occupational Information ☐ Consumer Education☐ Transportation ☐ Community Resources ☐ Health☐ Government ☐ Drug Education ☐ _____ATTENDANCE: ☐ Good ☐ Satisfactory ☐ PoorPUNCTUALITY: ☐ Good ☐ Satisfactory ☐ PoorPERSONAL APPEARANCE: ☐ Good ☐ Satisfactory ☐ PoorINTEREST: ☐ Good ☐ Satisfactory ☐ PoorCOOPERATION: ☐ Good ☐ Satisfactory ☐ Poor

THE STUDENT:

follows directions well ☐ Yes ☐ Norequires counselling ☐ Yes ☐ Noworks well on his own ☐ Yes ☐ Norequires support service ☐ Yes ☐ Noworks well with others ☐ Yes ☐ Nois self-motivated ☐ Yes ☐ No

COMMENTS: _____

PROJECT ERA/COPE

STUDENT COUNSELLING REPORT

STUDENT'S NAME: _____ DATE: _____

STUDENT'S ADDRESS: _____

STUDENT'S TELEPHONE: _____ CLASS LOCATION: _____

COUNSELOR'S NAME: _____ TEACHER'S NAME _____

REQUEST FOR COUNSELLING WAS INITIATED BY: () TEACHER () STUDENT () COUNSELOR

NATURE OF COUNSELLING SERVICES PROVIDED: () VOCATIONAL GUIDANCE

() ACADEMIC GUIDANCE () SUPPORTIVE SERVICES () FAMILY GUIDANCE

() PERSONAL GUIDANCE () INFORMATION () _____

Describe the content of the counselling provided. Include referrals made to other agencies and follow-up to be performed by the counselor; _____

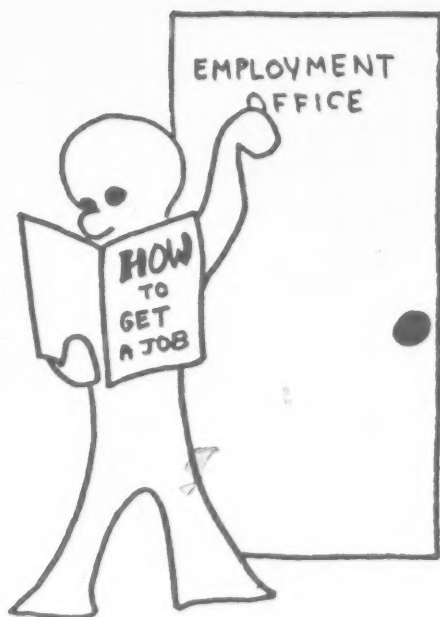
This report should be reviewed by the student's teacher () Yes () No

If "yes", the teacher is requested to sign and date this report. Teacher's signature _____

Date: _____ Teacher's Comments: _____

APPENDIX C

SAMPLE LEARNING ACTIVITY PACKAGES



LEARNING ACTIVITY PACKAGE:

VOCATIONAL PLANNING



EMPLOYMENT STARTS WITH YOU

Whether you are working now or planning your future, the most important factor for you to consider in choosing a job is you. What do you want to do? Where do you want to work? How do you get to where you want to go? These are just some of the questions that you must ask yourself to be sure that your job is what you want.

Finding the right job means more than getting a good wage, it means personal satisfaction, security, contentment. If you are not suited for your job, it may reflect in your personality and your relations with your family and friends. As you proceed in this program, you will understand the many considerations involved in choosing a vocation. Don't be misled by the idea that good pay makes a good job. A good job makes a good life and isn't that what you really want?

VOCABULARY FROM "EMPLOYMENT STARTS WITH YOU"

employment	-	having work; being hired
factors	-	parts; things; elements; ingredients
consider	-	to think over carefully
wage	-	payment made for work
personal	-	private; about a person; done by a person
satisfaction	-	pleasure; contentment
security	-	a feeling of safety; protection
contentment	-	peace of mind; satisfaction
reflect	-	to throw back; to give back an image
personality	-	all the qualities which make up a person
relations	-	dealings; affairs
proceed	-	to go on; to go forward
considerations	-	things to be given careful thought
involve	-	to draw into; to entangle
vocation	-	work; trade; profession; occupation

Working with Words

I. Getting Things in Order

List the vocabulary words from "Employment Starts with You" in alphabetical order below.

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

II Building on Word Foundations

The groups of words listed below have common roots and common meanings.

See if you can figure out their definitions. Check the dictionary for those you are not sure of.

- | | |
|---------------------|--------------------|
| A. employ _____ | C. person _____ |
| employee _____ | personal _____ |
| employer _____ | personality _____ |
| employment _____ | personally _____ |
| B. consider _____ | D. relate _____ |
| considerable _____ | relation _____ |
| considerate _____ | relationship _____ |
| consideration _____ | relative _____ |

III Beware! Don't confuse these words. Write their definitions below and use each word properly in a sentence.

personal _____

personnel _____

Sentence I _____

Sentence II _____

What Would You Do?

What would you do if you were in a new job and the things below happened to you . . .

Circle the number of the answer you think is best.

A A fellow employee kept teasing you because you were not as good as the experienced workers in your job.

1. Find something to tease him about.
2. Tell him to leave you alone.
3. Say nothing to him.

B Someone gossiped about you.

1. Tell him to mind his own business.
2. Gossip about him.
3. Ignore him.

C A fellow worker tried to start an argument with you.

1. Tell your supervisor.
2. Walk away from him.
3. Enter into the argument.

D Nobody at work spoke to you.

1. Try to be friendly with everyone.
2. Speak to nobody.
3. Try to be friendly with one person.

Finding Work

WORD STUDY

address (ad-dress) the place where a person lives *If you do not have the right name and address on a letter, the person may never get it.*

agency (a-gen-cy) a place doing business for another *If you are looking for a job, you should try going to an employment agency.*

boat (boat) a small ship *The wind was blowing the little boat down the river.*

bored (bored) not to have interest in anything *She was bored all the time because she had nothing to do.*

deck (deck) the floor of a ship *The men stood on the deck and waved good-by as the ship left the port.*

either (ei-ther) one or the other *Either Mary or Bill will take you to the train.*

employment (em-ploy-ment) the state of having work *With all the new buildings going up, there will be employment for many men in this city.*

Europe (Eu-rope) a large body of land *His brother was going to take a ship across the sea to Europe.*

person (per-son) one being *There was not one person in the village that I could call a friend.*

port (port) a place where ships come in *We went down to the port and watched three ships come in from overseas.*

rich (rich) having a lot of money *Mr. Sage was so rich he could buy anything he wanted and never think about the cost.*

through (through) from one end or side to the other *The road ran right through the middle of our farm.*

usually (u-su-al-ly) done all the time *We usually have meat or fish for supper every night.*

Places you will read about:

Europe (Eu-rope)

FINDING WORK

Finding work is not easy, but it is something that should be done with great care. You will spend many years working during your lifetime, so it is important that you find the right job.

A good job is hard to find, so don't expect one to find you. If you want the job, you will have to find it. But where do you go to look for work? How do you go about it? Where do you start?

Many people are able to find work through an employment agency. After finding a person a job, the agency usually get's the first week's pay. Be careful when you choose an employment agency, some charge more for their services than others. Be sure that you know exactly how much you will have to pay before you commit yourself.

Although you will have to pay the fee for hiring an employment agency, it will be worth it if you get a good job. A good agency will usually be able to get you a good job but, not all agencies are good. There are some that may try to cheat you. The following story is an example of how one "employment agency" cheated a young man looking for work.

John was 18 years old and looking for work. He noticed an ad in the newspaper. "Wanted: Young men to work as deck hands. \$220 a month and room and board." Considering that his major expenses of food and rent would be paid for, John decided to apply for the job.

The employment agency was not exactly what John had expected. It was a small, dirty room with a few broken chairs and more than a dozen men were waiting when John arrived. A man dressed in a business suit and carrying a brief case came into the room and spoke.

He introduced himself as the Executive Vice President of the employment agency and explained the details of the job he had advertised.

"You will be working on rich men's boats. Most of them will be sailing to Europe for the summer. It will be to your advantage if you can dance because there will be many young women on these boats who will need dancing partners when they go to parties and dances. You never can tell - you might meet the girl of your dreams! The agency's fee for employment will be \$55 which is equal to one week's pay. You must pay me \$40 in advance and the remaining \$15 once you start your job."

All of the men in the room nodded their heads in agreement. No one could imagine getting a better job. Everyone, including John, willingly paid the Executive Vice President the \$40 fee. After collecting the money, the man told everyone who had paid to return to the employment agency the following week so he could give them their job assignments. John did just as he was told and came back the next week only to find that the door was locked and the employment agency sign was gone.

John learned his lesson the hard way. After losing \$40, he learned that you never give anyone money or sign your name on anything unless you know all of the details. The next time John went to an employment agency, he made sure that he had the job before he paid for it.



FINDING WORK

✓
.....the answer

1. Finding the right job is important because
 - a. if we are lucky, we will only have to work three days a week.
 - b. we spend many years working during our lifetime.
 - c. the more money we make, the sooner we can stop working.
 - d. we can make more friends if we have a good job.
2. Always be sure to go to a well-known employment agency, because
 - a. they have the nicest offices.
 - b. they find the best jobs.
 - c. some agencies might try to cheat you.
 - d. they charge less money.
3. The man in the story should have thought something was wrong when
 - a. the agency man gave him the money.
 - b. the agency man made the job sound so good.
 - c. the agency man said the boat was going to Europe.
 - d. the agency man said the girls would get bored.
4. If you are out of work you should
 - a. spend the extra time reading.
 - b. rest until a job comes along.
 - c. ask the city for help.
 - d. work hard at finding a job.
5. If you sit around waiting for a job to come along, you will probably
 - a. get the best job in the end.
 - b. be less tired than people who look for jobs.
 - c. never get a job.
 - d. get a job right away.
6. Always remember to
 - a. make out an application.
 - b. sign an agreement.
 - c. be sure you have the job before paying the fee.
 - d. give references of people you have worked for.

ABCD, INCORPORATED
APPLICATION FOR EMPLOYMENT

Social Security No. Date

Name (Please Print)
(First) (Middle) (Last) (If married female, give maiden name)

Present Address
(No. and Street) (City) (Zone) (State)

Telephone..... Own ☐ Neighbor ☐ Car Registration No.

How long have you lived at this address?.....

Last previous address? How long?

Marital status: Single ☐ Married ☐ Widowed ☐ Divorced ☐ Separated ☐

Give full name of husband or wife
(First) (Middle) (Last) Age

Do you own your own home ☐ Rent ☐ Live with parents ☐ Live with relatives ☐ Board ☐

Are you a U. S. Citizen?—Yes ☐ No ☐

In case of emergency, whom shall we notify? Give two names on following lines.

NAME	ADDRESS	Tel. No.	Relationship
------	---------	----------	--------------

NAME	ADDRESS	Tel. No.	Relationship
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What is your: Height—Ft..... Inches..... Weight.....lbs. Date of birth..... Sex.....

Number of dependents: Husband ☐ Wife ☐ Children ☐ Parents ☐ Others ☐

How did you hear of ABCD Friend ☐ Agency ☐ Relative ☐ Adv. ☐ Others ☐

If you have a relative or friend now working for this company, give name and relationship.

..... (Name)	 (Relationship)
-----------------	-------------------------

Have you previously been employed by ABCD? Yes ☐ No ☐ If yes, when

Have you previously made application with ABCD? Yes ☐ No ☐ If yes, when

Have you ever had any accidents at work? Yes ☐ No ☐ If yes, explain on next line

..... (Date)	 (Nature of Accident)	 (Name of Employer)
-----------------	-------------------------------	-----------------------------

What physical defects do you have? From Armed Services? Yes ☐ No ☐

Have you ever been arrested?

Yes ☐No ☐

If yes, date, place and charges on next line

(Date)

(Place)

(Charges)

Disposition of case

• EDUCATION AND TRAINING •

	Name of School	Location of School	From	To	Did you Graduate?	Certificate, or Degree, if any
Grammar School						AND MAJOR
High School						
Business School						
Trade School						
College						
Extension Course						
Apprentice Shop						

What courses if any are you now taking?

What kind of work are you looking for?

Experienced in what kind of work or machines?

Salary or Wage Desired:

If a Typist or Stenographer, please give your speeds—Typing..... Shorthand.....

• REFERENCES •

Please give the names, addresses and occupations of at least three persons (Not former employers or relatives) who have known you the past (5) years.

Name (Not former employers or relatives)	Address	Occupation

• EMPLOYMENT HISTORY •

(Give LAST employer First, Etc.)

FIRM	Last Salary or Rate Per			Nature of Work (Also give name of Immediate Supervisor)
	Hr.	Wk.	Mo.	
Name				
Address				
Date: From To				
Reason for Leaving				Immediate Supervisor
Name				
Address				
Date: From To				
Reason for Leaving				Immediate Supervisor
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Date: From To				
Reason for Leaving				Immediate Supervisor
Name				
Address				
Date: From To				
Reason for Leaving				Immediate Supervisor

• U. S. MILITARY SERVICE RECORD •

If you served with the U. S. Armed Forces give: Date entered Date discharged

If rejected give reason:

Type of discharge: Honorable ☐ Medical ☐ Service No.

Branch of Service Rank

Overseas service: for U. S.
(Place) (Dates)

Special training courses during service:

Citation or awards:

If still a member of a U. S. Military Organization, give name Present Rank

Selective Service Status When likely to be called

Has any deferment been requested? Yes ☐ No ☐ If yes— Rejected ☐ Accepted ☐

• SPECIAL ACTIVITIES •

(Other than those whose names denote race, religion, color, or ancestral origin of membership)

Do you belong to any Business or Civic Organizations, Clubs or Societies, if so list on next line.

Are you active in their affairs? Yes ☐ Reasonably so ☐ No ☐

Are you active in sports or athletics? Yes ☐ Reasonably so ☐ No ☐

If yes, what are they?

What books have you read during the past 12 months?

• HOBBIES (Please describe fully) •

It is understood by me that my employment is contingent upon my being able to pass the Company's physical examination. I also declare the foregoing to be a truthful and complete statement of facts. I further understand that false statements on this application may be just cause for dismissal.

Signed

THIS SECTION TO BE FILLED IN ONLY BY APPLICANTS

• FOR SALES POSITIONS •

How much life insurance do you carry? What are your present monthly living expenses for yourself and your family? Do you have any source of income other than what you would receive from us if employed? Amount of such income yearly? If your wife works, what is her occupation? Amount of her income? When did you last have a medical examination? Have you any loans or debts past due? (Other than encumbrances on home) Total amount of such indebtedness What periodicals do you read regularly?

0 GIL: QMOM 2

102 Westfield St.

20

1954.

ALLIANCE

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LEARNING ACTIVITIES:

TRANSPORTATION COSTS



OWNING AND OPERATING AN AUTOMOBILE

Bob Ross has just been granted a driver's license. For some time he has been saving to buy a used car, so he can drive to his job instead of using the bus. He can have a car if he is able to buy and to operate it without borrowing money.

1. Bob has \$315 in his savings account. The car he wants to buy will cost \$625. How much more will he need? How long will it take him to save the amount he needs if he saves \$10 a week?

2. Bob estimates he will drive about 500 miles per month. His father told him he should allow about 8¢ a mile to operate his car. How much will this amount to in a year? (The estimate of 8¢ a mile includes not only gas and oil but also the cost of insurance, licenses, repairs, new parts, and depreciation.)

3. If Bob continues to have \$10 per week to spend on his car after he buys it, will he have more or less than enough to operate it for a year? (See Exercise 2.) How much more or less?

4. If Bob drives his car 8000 miles a year, how much would it cost him if he could drive it for 7¢ a mile? How much will this mean per week?

5. Is it reasonable that the cost per mile will be less if Bob drives his car 8000 miles per year than if he drives it only 6000 miles per year? Why?

6. One reason Bob decided on a used car is that it costs much less per mile to drive a used car than a new one, because the depreciation is much less. DEPRECIATION is the amount a car decreases in value after having been driven. It is the difference between what the car cost you and the amount for which you can sell it after you have used it for some time. How much is the depreciation per mile for each of these cars?

Used car: purchased for \$865, driven 16,000 miles, sold for \$500

New car: purchased for \$3125, driven 48,000 miles, sold for \$1500

New car: purchased for \$4340, driven 36,000 miles, sold for \$2100

Used car: purchased for \$1850, driven 35,000 miles, sold for \$800

COMPUTING DRIVING COSTS

What are the yearly operating costs of driving the following distances at the given rates per mile?

1. 9000 miles at 7¢
2. 11,000 miles at 6¢
3. 15,000 miles at 9¢
4. 13,500 miles at 10¢
5. 18,000 miles at 8¢
6. 5000 miles at 9¢
7. 22,000 miles at 5¢
8. 34,000 miles at 5¢
9. 20,000 miles at 6 1/2¢
10. 17,000 miles at 7 1/2¢

Sample How much does it cost Mr. Weaver to drive 9000 miles if gas is 33 cents a gallon and his car gets 15 miles per gallon?

The number of gallons needed will be

$$9000 \div 15 = \underline{\hspace{1cm}} \text{ gal.}$$

$$600 \times \$0.33 = \$ \underline{\hspace{1cm}} ?$$

How much does it cost for gasoline at 30 cents a gallon to drive the distances given below?

11. 12,000 mi. at 16 mi. per gal.
12. 15,000 mi at 15 mi. per gal.
13. 16,000 mi. at 18 mi. per gal.
14. 22,000 mi at 13 mi. per gal.
15. 17,000 mi. at 19 mi. per gal.
16. 16,000 mi. at 25 mi. per gal.
17. 34,000 mi. at 20 mi. per gal.
18. 7000 mi. at 14 mi. per gal.
19. Maintenance costs for the first 15,000 miles that a car is driven average about \$60. After that, they average about \$115 for the second 15,000 miles and \$180 for the next 15,000 miles.

Mr. Walsh has a new car and drives it an average of 1250 miles each month for the first two years. If he gets 17 miles per gallon of gasoline and pays

35¢ per gallon, what are his gasoline and maintenance costs for the first 24 months?

THE COST OF CAR OWNERSHIP

1. Mr. Allen plans to buy a new car that will cost \$3000. He has \$3000 invested in 5% bonds. If he sells the bonds, how much money in interest will he be giving up in one year?

2. He figures that at the end of the first year the car would be worth only \$2300. How much would it depreciate during the year?

3. Mr. Allen estimates \$10.50 a month for garage rental. How much will this be for a year?

4. For insurance, his estimate is \$98; for licenses, \$16; for repairs, \$35. What is the total of these three expenditures?

5. He estimates that he would drive the car about 12,000 miles a year; that it would require one gallon of gasoline for every 15 miles and a quart of oil for every 400 miles.

a How much would the gasoline cost at 31¢ a gallon?

b How much would the oil cost at 45¢ a quart?

6. List the expenses Mr. Allen has estimated for car ownership. Fill in the blanks with your answers to Exercises 2-5.

Cost Estimates

Interest, 5% on \$3000	\$?
Depreciation	?
Garage	?
Insurance	?
Licenses	?
Repairs	?
Gasoline	?
Oil	?

How much did Mr. Allen figure that it would cost to own and operate the car the first year?

7. Mr. Allen receives \$92 a week in take-home pay. How much does this amount to in one year? He decided that the car was too expensive--too great a luxury for a family with his income. Do you think he was right?

8. Mr. Allen believed that his family transportation costs should be no more than 9% of his annual net income.

a What is 9% of the annual net income you found in Exercise 7?

b By how much does your final answer in Exercise 6 exceed 9% of Mr. Allen's annual net income?

9. Mr. Allen then considered buying a used car; the price of this car was \$800. He estimated that this car would depreciate only \$100 in one year and that the cost of repairs would be about \$150. Include interest on \$800 at 5%; then, assuming that other costs remain the same, how much would it cost Mr. Allen to own and operate this car if he drove it 12,000 miles a year?

10. Compare your answer to Exercise 9 with 9% of Mr. Allen's annual net income found in Exercise 8.

Is the annual cost of the \$800 car greater or less than 9% of his income?

How much?

Do you believe Mr. Allen would be wise to buy this car?

11. What expense is an owner likely to have with a used car that he does not have with a new car?

12. Each time Mr. Allen buys gas he pays excise taxes of 9¢ a gallon. How much does he pay in gasoline taxes on 800 gallons?

MILES PER GALLON OF GASOLINE

1. If a car travels 60 miles on 3 gallons of gas, how many miles is this per gallon? $\frac{60}{3} = \underline{\quad ? \quad}$

a 60 miles on 2 gallons equals $\underline{\quad ? \quad}$ miles per gallon.

b 60 miles on 4 gallons equals $\underline{\quad ? \quad}$ miles per gallon.

c 60 miles on 5 gallons equals $\underline{\quad ? \quad}$ miles per gallon.

2. Complete: To find the number of miles per gallon of gasoline divide the number of miles driven by ?

On a test run of 500 miles, ten automobiles used the following amounts of gasoline. Compute miles per gallon for each car, correct to the nearest tenth of a mile per gallon.

- | | |
|--------------|---------------|
| 3. 33 gal. | 8. 30 gal. |
| 4. 29.5 gal. | 9. 38.2 gal. |
| 5. 36.0 gal. | 10. 31.4 gal. |
| 6. 39.1 gal. | 11. 27.5 gal. |
| 7. 34.1 gal. | 12. 32.6 gal. |

13. It helps to be able to estimate the number of miles per gallon each time you have the gas tank filled. Mr. James filled his tank last when the mileage indicator read 18,314 miles. It now shows 18,464 miles and it took 8.5 gallons to fill the tank again. How many miles per gallon, to the nearest tenth, did he use?

THINK: $464 - 314 = 150$ miles

Now try:

8.5 gal. at 20 mi. per gal. would be 170 mi., or too much. 8.5 gal. at 19 mi. per gal. would be $170 - 8.5$, or about 160 mi. 8.5 gal. at 18 mi. per gal. would be about $160 - 8.5$, or about 150 miles.

So a good estimate is around 18 mi. per gal. What is the exact amount?

Estimate the number of miles per gallon for each of the following:

14. 92 mi. on 6.2 gal.
15. 116 mi. on 7.1 gal.
16. 243 mi. on 22 gal.
17. 147 mi. on 9.8 gal.
18. 314 mi. on 30 gal.
19. 84 mi. on 6 gal.
20. 79 mi. on 5.9 gal.
21. 106 mi. on 6.8 gal.
22. 183 mi. on 10.1 gal.
23. 207 mi. on 11.3 gal.

Find the number of miles per gallon when the total distance and total number of gallons are as follows. (Express your answers correct to the nearest tenth.)

24. 154 mi., 11 gal.
25. 575 mi., 46 gal.
26. 312.8 mi., 23 gal.
27. 132 mi., 8 gal.
28. 357 mi., 17 gal.
29. 109.8 mi., 6 gal.
30. 486 mi., 27 gal.
31. 63.7 mi., 6.5 gal.
32. 133.9 mi., 6.5 gal.

MONTHLY AUTOMOBILE EXPENSE RECORDS							
Gasoline Account							
Date	Indicator Mileage	Gallons	Cost	Date	Indicator Mileage	Gallons	Cost
Jan. 1	1876						
Jan. 3	2018	11.2	\$3.54				
Jan. 9	2148	8.1	2.56				
Jan. 12	2210	3.9	1.23				
Jan. 17	2313	6.4	2.02				
Jan. 21	2391	5.4	1.71				
Jan. 26	2499	6.3	1.99				
Jan. 30	2583	5.6	1.77				
				Summary			
				Totals ? mi., ? gal., \$?			
				Miles per gallon ?			
Oil, Maintenance, and Repair Account							
Date	Indicator Mileage	Item	Cost				
Jan. 3	2018	Chassis lubrication	\$1.75				
Jan. 9	2148	Oil change	2.80				
			Total: Oil, repairs, etc.	\$?			
			Total: Gasoline for month	\$?			
			Entire monthly total	\$?			
Number of miles driven during month?? . Cost per mile ? ¢							

KEEPING AN AUTOMOBILE EXPENSE RECORD

1. In order to have a complete account of his auto operating expenses, Mr. Thompson keeps a book in the glove compartment and writes down each expenditure as it is made. The page containing expenses for January is shown above. Compute the amount that should be in each blank space of his Expense Record.
2. Mr. Thompson, of course, has other costs on his car besides those shown above. These other costs amount to 3¢ a mile. What then was the total cost of operating his car in January?
3. How much did it cost Mr. Thompson during each of the months shown in the table below?

Month	Miles Driven	Expense Record Total	Other Expense at 3¢ a Mile	Total
July	1320	\$46.00	?	?
August	1240	42.20	?	?
September	1129	38.90	?	?
October	1015	34.45	?	?
November	912	30.36	?	?
December	843	27.29	?	?

AVERAGE AUTOMOBILE OPERATING EXPENSES

1. The record on page 325 which Mr. Thompson keeps for his automobile expenses includes those costs which are usually referred to as variable costs. Why do you think they are given this name?
2. Other costs of automobile operation are called fixed costs, because they occur regardless of how much the automobile is used. Fixed costs usually include four

items. Three of these are depreciation, the money spent for license fees, and garage rental (if a garage is used). Do you know what the fourth item is?

3. Recent studies show that for certain kinds of cars, variable costs amount to 3.75¢ per mile. This figure includes money spent for gasoline, oil, repair, maintenance, and tires.

a How much would the variable costs be for a car driven 16,000 miles in one year, if the cost per mile is 3.75¢?

b At this same rate, how much would the variable costs be for one year for a car driven 10,000 miles? 8000 miles? 14,500 miles?

4. Roger White drove his car 12,500 miles last year. His variable costs came to \$450. What did it cost Roger last year for the variable expense items for each mile he drove?

5. Mr. White's fixed costs were as follows:

insurance, \$108
licenses, \$16.50
depreciation, \$540

a What is the total of Mr. White's fixed costs?

b How do Mr. White's total fixed costs compare with the average figure of \$643 for persons with cars like his?

c. What is the sum of Mr. White's variable costs (Exercise 4) and fixed costs?

6. David Holm's car is four years old. Last year his variable costs were: gasoline and oil, \$225.30; maintenance, \$18.20; repairs, \$87.50; tires, \$33.

a If he drove 8000 miles what was the cost per mile?

b During the year David spent \$216 for gasoline alone. At the average cost of 30¢ per gallon, how many gallons did David buy?

c. Using the answer you just found and the fact that he drove 8000 miles, compute the number of miles per gallon for David's car.

7. Mr. Jackson bought a new car and drove it for three years. He kept a record of the fixed costs for each year. They are shown below.

<u>Fixed Costs</u>	<u>1st Year</u>	<u>2nd Year</u>	<u>3rd Year</u>
Insurance	\$98.00	\$98.00	\$103.50
State license	12.50	12.50	12.50
City license	5.50	5.50	5.50
Deprecia- tion	650.00	340.00	230.00
Garage	96.00	96.00	96.00

a Find the total fixed cost for each year.

b What is the average fixed cost for all three years?

8. Do you believe tolls and parking fees should be listed under variable costs or fixed costs? Why?

VARIABLE OPERATING COSTS

1. Randy Swanson and three of his friends drove from Detroit, Michigan to Philadelphia, Pennsylvania, a distance of 596 miles. They used 31 gallons of gasoline. a How many miles per gallon did their car travel?

6 The average price paid for gasoline was 33.2¢ per gallon. Tolls and other costs of driving came to \$7.84. What was the total cost of the trip? c. If the total cost was divided equally among the four boys, what was each boy's share?

2. The Baker family spent their vacation in Seattle, Washington. Their home is in Houston, Texas. Upon their return to Houston, Mr. Baker noted that they had traveled 5210 miles. Mr. Baker's records of the trip showed that they had bought 255 gallons of gasoline, which cost \$86.19.

a What was the average price per gallon of gasoline to the nearest .1 cent?

b How many miles did their car travel per gallon? (Express your answer correct to the nearest tenth.)

c In addition to the money spent for gasoline, Mr. Baker spent \$56.04 for oil, maintenance, and repair work. Compute the total cost per mile, correct to the nearest cent.

3. Mr. O'Connell and Mr. Ritter drive the same distance to work. Both men have cars which were bought new; the cars are exactly alike except for their color. Both men are good drivers and obey all traffic regulations. Mr. Ritter, however, likes to start fast and to make quick stops. Mr. Ritter's car gives 11.5 miles to a gallon of gasoline. Mr. O'Connell gets 17 miles to the gallon on his car. The difference in gasoline mileage is due to the driving habits of these men. At an average cost of 30¢ a gallon, how much less than Mr. Ritter will Mr. O'Connell spend for gasoline in driving 500 miles?
4. A driver who drives over 60 miles per hour may get as much as 20% less service from his tires than the driver who travels at moderate speeds. If a tire will last 26,000 miles on a car driven at moderate speed, about how many miles will it last when driven above 60 miles per hour?
5. Mr. Holmes owns a light car for which the variable costs amount to 3.25¢ per mile. Mr. Flood has a heavier and larger car for which the variable costs amount to 4.13¢ per mile. Compare the annual operating costs for these two cars if each one is driven 12,000 miles a year.

The cost of tires and repairs comes under variable operating expenses. You can save greatly on these expenses if you learn to make minor repairs yourself.

BUYING A CAR

1. Floyd Cahill bought a new car priced at \$2289. In addition to this basic cost Floyd wanted these extras: coating, \$41.40; power brakes, \$44.60; white sidewall tires, \$34.85; seat covers, \$28.30; automatic transmission, \$183.20.
- Find the total cost of the car with the seven "extras."
 - Floyd agreed to pay one third of the above cost as a down payment. How large was his down payment?
 - He was to pay the balance in 15 monthly installments of \$137.85 each. How much was Floyd paying in carrying charges?

d Floyd estimated that he was paying a true interest rate of about 15%.

How close was his estimate to the true interest rate? (See page 313.)

2. Mr. Stevens wants to buy a used car which sold for \$3200 a year ago when new.

a If a car of this type depreciates about 35% in one year, how much can Mr. Stevens expect to pay for the car?

b If Mr. Stevens buys this car, he figures it will depreciate another 20% of its original price the first year he owns it. How much would it then be worth?

3. Mrs. Wright paid \$3600 for a car she drove for three years. She sold it for \$1620. Assuming that the difference between the \$3600 and \$1620 was due to depreciation alone, what was the average annual depreciation on her car?

4. Sandy Riggs bought a car costing \$2150. The value of his former car was \$780; this value was applied toward the \$2150. Sandy also paid \$450 in each at the time of purchase.

a How much did he then owe for the car?

b Sandy agreed to pay 12 monthly installments of \$85.83. What carrying charge was he paying?

5. Automobile dealers use a standard guide in placing values on used cars. Make your own "guide" by copying and extending this table. Fill in the blanks for cars valued when new at a \$1670 b \$2500 c \$3000 d \$3500 e \$4000.

		Car A	Car B
Value when New		\$1670	\$2500
Value after:			
1 year	70%	<u>?</u>	<u>?</u>
2 years	52%	<u>?</u>	<u>?</u>
3 years	40%	<u>?</u>	<u>?</u>
4 years	30%	<u>?</u>	<u>?</u>
5 years	22%	<u>?</u>	<u>?</u>

6. Make another table similar to the one above. In it enter the amount of depreciation for each of the five cars at the end of each year. Then answer these questions:

a How much more is the depreciation during the first year than during the third year?

b How much more is the depreciation during the second year than during the fifth year?

c What is the average depreciation the first three years? The first five years?

7. Some of the small sports cars which do not have yearly model changes depreciate less than family-size cars. What is the depreciation on a sports car which cost \$2800 new and sells for \$1700 two years later?

IMPROVING AUTOMOBILE SAFETY, PERFORMANCE, AND APPEARANCE

1. Bill Whitney saves money in the operation of his car by doing his own repair and maintenance work. Bill bought a set of turn signals for \$8.39 and a set of brake linings for \$4.98. By doing his own work Bill figures he saved \$11.50 in labor charges. How much would the purchase and labor costs have been if Bill did not do his own work?

2. An automobile supply store near Ralph Mills' home had a sale on safety belts. Ralph intended to buy four belts. The sale price was 2 for \$12.69. Ralph knew of another store where he could buy them for \$6.42 each.

a How much did the four belts cost Ralph if he took advantage of the cheaper of these two offers?

b How much did Ralph save in buying the four belts at the cheaper price?

3. Paul Vernoy needed four new tires and was told that he would be given \$31 credit for four of his present tires if he bought regular tires, but that he would get \$36.50 credit if he bought white sidewall tires. The regular tires sold for \$24.95 each and the white sidewall tires for \$29.85 each.

a What would be the net cost of four regular tires?

b What would be the net cost if Paul bought the white sidewall tires?

4. Tom Randolph bought a new car but did not have it equipped with a radio which would have cost \$94.62. Later he bought a radio priced at \$61.95 and two antennas, one for \$5.35, the other \$4.45. He then paid an installation charge of \$14.75.

a What did it cost Tom to buy and install this radio and the two antennas?

b Did he save money by not ordering a radio with his new car? If so, how much?

5. Ned Talmadge traded in his old battery on a new one costing \$17.35. He was allowed \$3.50 credit on his old battery. Ned also bought six new spark plugs at 93¢ each and a new muffler for \$7.82.

a What was the net cost of these purchases?

b Ned arranged to pay five weekly installments of \$5.80 each. What was the cost of credit under these terms?

6. Bill Peterson saved \$50 to buy some extra car equipment. He bought a kit for installing back-up lights which cost \$5.29, a new horn for \$11.89, a rear-view mirror for \$2.98, seat covers for \$22.69, and an exhaust-pipe extension for \$1.39.

a. How much did Bill have to pay for these items?

